

INSPECTION REPORT

ANNESLEY PRIMARY AND NURSERY SCHOOL

Annesley Woodhouse

Nottingham

LEA area: Nottinghamshire

Unique reference number: 122404

Acting Headteacher: Mrs R Larkin

Reporting inspector: Mr N B Jones
20973

Dates of inspection: 25 - 28 November 2002

Inspection number: 248343

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 - 11

Gender of pupils: Mixed

School address: Forest Road
Annesley Woodhouse
Kirkby-in-Ashfield
Nottingham

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Appropriate authority: Governing Body

Name of chair of governors: Mrs L Ward

Date of previous inspection: 6 - 9 March 2000

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20973	Mr N B Jones	Registered inspector	Mathematics; Physical education; Religious education	What sort of school is it? How high are standards? How well is the school led and managed? What should the school do to improve further? How well are pupils taught?
19342	Mr T Heavey	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
11472	Mr M Beale	Team inspector	English; Information and communication technology (ICT); Music; Equal opportunities	How good are the curricular and other opportunities offered to pupils?
29989	Mrs P Goodsell	Team inspector	Design and technology; Art and design; Foundation Stage; Special educational needs	Assessment and monitoring of academic performance.
22884	Mrs S Sutcliffe	Team inspector	Geography; History; Science	Pupils' attitudes, values and personal development; Spiritual, moral, social and cultural development.

The inspection contractor was:

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

INFORMATION ABOUT THE SCHOOL

Annesley is an average sized primary school, educating 243 pupils (116 boys and 127 girls) aged three to eleven. The pupils are drawn from an area of mixed housing with some social and economic disadvantage. The number of pupils eligible for free school meals is 30 (13%), which is broadly in line with the national average. Almost all of the pupils are of white ethnic background and none are learning English as an additional language. Thirty-four pupils are on the register of special educational needs including one with a Statement of Special Educational Need. These figures are broadly average. Although the pupils starting at the school have a broad range of abilities, their attainment overall, is a little below that found nationally. There are 48 children in the Foundation Stage; 43 attend part-time in the nursery and five attend full-time in the reception class. The headteacher has been on long-term sickness leave for the past seven months.

HOW GOOD THE SCHOOL IS

Annesley provides a sound level of education and gives satisfactory value for money. The leadership and management of the school have been successful in raising standards in a number of subjects. In particular, English has improved and is now satisfactory and mathematics is getting closer to average. However, standards are still low in science. Although teaching is satisfactory overall, the amount of good and very good teaching has increased significantly.

What the school does well

- The Literacy Hour is being implemented well and as a result standards in English have improved significantly.
- Provision in the Foundation Stage is good.
- Provision for pupils with special educational needs is good.
- Teaching in the Year 2 class is very good and there are significant strengths in the Year 4/5 and Year 6 classes
- The pupils' behaviour and their attitudes to learning are good.
- There is a warm, caring environment.

What could be improved

- Standards in science in Key Stage 2 are too low.
- Pupils' attainment in mathematics in Key Stage 2 has improved but it is still below average.
- Provision for geography is unsatisfactory.
- There is a lack of consistency in some of the arrangements for teaching and learning
- There are weaknesses in the teaching of the Year 3 class and the Year 4 class.
- Open-plan classrooms and cramped 'quiet areas' make teaching more difficult.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the last inspection in 2000, a significant number of weaknesses were identified and the school was deemed to be underachieving. Since then many of the issues raised have been addressed successfully. The success of the leadership and management in monitoring teaching is evident in the improvement in planning, record keeping, marking and above all the quality of teaching itself. This has contributed significantly to the improvement in the pupils' progress in English and mathematics. However, standards in science are still unacceptably low. Nursery provision is much improved and is

now good. Standards have improved to satisfactory in information and communication technology (ICT), art and design and physical education but have fallen in geography. Many of the structures are now in place for the school to continue making improvements.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	D	D	E
mathematics	E	E	E	E*
science	E	E	E	E

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

The 2002 national tests taken by pupils at the end of Year 6 indicate that their attainment in English was below average. This represents an improvement since the last inspection in 2000 when the tests showed standards to be well below the national level. In mathematics and science, the 2002 tests showed the pupils' attainment to be well below average (and in the lowest 5 per cent compared with similar schools in mathematics) which is at a similar level to 2000. This would indicate that little or no progress has taken place in these two subjects. However, the higher than usual proportion of pupils with learning difficulties within the cohort will undoubtedly have lowered the performance of the group as a whole. This is borne out by the fact that the percentage of pupils gaining the expected level overall in the three subjects in 2002 fell for the first time in four years. Inspection evidence indicates that the pupils' attainment in this year's Year 6 is broadly average in English, close to average in mathematics and below average in science. Pupils' progress is slower in the two youngest classes in Key Stage 2, but overall they generally make satisfactory progress through the key stage in English and mathematics, but unsatisfactory progress in science. In 2002 the school came close to meeting its target in English but fell short in mathematics. This year's targets are appropriate and the school is likely to meet them in English and come close in mathematics.

The national tests taken by Year 2 pupils over the last three years indicate that their attainment is average in reading, slightly below average in writing and generally above average in mathematics. This is a similar picture to that found at the last inspection. Inspection evidence confirms that these standards are continuing at generally the same level and that the pupils' attainment in science is at the nationally expected level. Pupils make satisfactory progress in Year 1 and good progress in Year 2.

On entry to the nursery attainment is a little below average. Good teaching throughout the Foundation Stage (nursery and reception classes) ensures that the children make consistently good progress. By the time they move into Year 1 the majority of the children reach the early learning goals in each area of learning. This represents a good improvement since the last inspection when their overall progress was only satisfactory.

In Years 1 to 6, the pupils make satisfactory progress in most other subjects and attain the expected levels in Year 2 and 6. However, in geography the provision is unsatisfactory and the pupils do not reach the expected levels.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils show responsible attitudes and respect for each other.
Behaviour, in and out of classrooms	Good. The vast majority of pupils are well behaved at all times. This is better than at the last inspection.
Personal development and relationships	Pupils of different ages get on well together and relationships throughout the school are good. Pupils willingly take on responsibility.
Attendance	Satisfactory. Similar to the national average.

The school is beginning to set individual targets, giving each pupil the opportunity to seek continuing improvement and take some responsibility for their own learning.

TEACHING AND LEARNING

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

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

The quality of teaching is satisfactory overall but it has improved significantly since the last inspection. The proportion of good, very good and excellent teaching has practically doubled and there has been a marked improvement in the Foundation Stage. However, the quality of teaching varies considerably and was judged to be unsatisfactory in one in ten lessons; a similar picture to the last inspection. In Year 2 the motivational qualities of the teacher ensure that the teaching is consistently of a high standard and enables the pupils to make good progress across all subjects. The pupils progress slows down considerably in the first two classes in Key Stage 2 (where much of the unsatisfactory teaching was observed) and the pupils do not do as well as they should. Teaching is much better in the older three classes in Key Stage 2 and as a result the pupils' progress increases noticeably.

The well-planned delivery of the national literacy strategy ensures that pupils' skills in reading and writing are developed consistently throughout the school. No unsatisfactory teaching of the Literacy Hour was observed and the majority of the lessons were of a good quality. The national numeracy strategy is not being applied quite so consistently and in a few lessons in Key Stage 2, there was a lack of pace and challenge. Much of the teaching of science in Key Stage 2 lacks a clear focus and expectations are too low; which results in the pupils making unsatisfactory progress in the subject. The teaching of geography is unsatisfactory because the subject is not given sufficient priority and much of the work is based around photocopied worksheets that do little to develop the pupils' skills, knowledge and understanding.

Pupils with special educational needs receive good support and make good progress especially in the basic skills of literacy and numeracy. A particular strength is the work of the teaching assistants in

helping the pupils to carry out their individual education plans. Homework is provided for pupils in each year group but insufficient use is made of it to improve standards, particularly in mathematics.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is generally broad and balanced but geography does not have a secure place on the timetable.
Provision for pupils with special educational needs	This is a strength of the school which enables the pupils to make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall; the provision for pupils' moral and social development is good.
How well the school cares for its pupils	The school provides good support, guidance and welfare for all of its pupils.

The partnership with parents is satisfactory. Parents expressed some concerns through the parents' questionnaire but the inspection found that the school generally provides suitable means of communication.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory but improving. The acting headteacher has a clear understanding of what is needed to improve standards and is developing the rigour, structure and above all the consistent approach needed to move the school forward.
How well the governors fulfil their responsibilities	Satisfactory. The governors are active and supportive of the school. They keep close oversight of developments and ensure that all statutory responsibilities are carried out.
The school's evaluation of its performance	Satisfactory. The school successfully monitors standards in English and mathematics to identify any areas for improvement.
The strategic use of resources	The school makes satisfactory use of staff, accommodation and learning resources.

Governors utilise best value principles. Despite the installation of some partitions to improve the open-plan design, the noise intrusion from neighbouring classrooms is still, on occasions, unacceptable. In addition, two classrooms are sited in a thoroughfare, and some of the 'quiet rooms' are too cramped to be effective. Resources for design and technology, geography and history are not adequate. Provision in the nursery has been significantly improved and now includes a well-organised and resourced outdoor play area.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like coming to school. • Pupils' behaviour is good. • Staff are very approachable and sort out concerns quickly. • Opportunities for music are good. • The Foundation Stage provides a good start for the children. 	<ul style="list-style-type: none"> • The amount of homework. • Insufficient information about how the children are getting on. • The way the school is led and managed • Provision for activities outside of lessons. • The school does not work closely enough with parents.

Inspectors' judgements support the parents' positive views. Regarding the areas that parents would like to see improved: homework arrangements are inconsistent; the information supplied to parents is similar to most schools; following a difficult period, the acting headteacher is leading a concerted effort to raise standards; provision for activities outside of lessons is satisfactory; the school is making every reasonable effort to work closely with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. The 2002 national tests taken by pupils at the end of Year 6 indicate that their attainment in English is below average. This represents an improvement since the last inspection in 2000 when the tests showed standards to be well below the national level. In mathematics and science, the most recent tests showed the pupils' attainment to be well below average which is at a similar level to 2000. This would indicate that little or no progress has taken place in these two subjects. However, the higher than usual proportion of pupils with learning difficulties in the 2002 Year 6 lowered the performance of the group as a whole. This is borne out by the fact that the percentage of pupils gaining the expected level overall in the three subjects in 2002 fell for the first time in four years. The school's continuing improvement up until 2002 was recognised by the presentation of a national 'achievement award' earlier this year.
2. Inspection evidence indicates that the pupils' attainment overall by the end of Year 6 is broadly average in English, close to average in mathematics and below average in science. The standards found in English and mathematics would indicate that the school has made significant improvement in English since the last inspection and good improvement in mathematics. These findings are at variance with the results of 2002 not just because of the particular make-up of the 2002 cohort but probably also because the school does not spend nearly as much time rehearsing the tests as many other schools. Inspection evidence suggests that the systematic implementation of the national literacy and numeracy strategies, combined with rigorous monitoring of teaching and standards is bringing about these pleasing improvements. The pupils with special educational needs make good progress in literacy and numeracy and overall they achieve well against their learning targets.
3. The national tests taken by Year 2 pupils over the last three years indicate that their attainment is average in reading, slightly below average in writing and generally above average in mathematics. This is a similar picture to that found at the last inspection. Inspection evidence confirms these findings.
4. Although there is a range of attainment, assessment and inspection evidence shows that on entry to the nursery the attainment of children is a little below average. The good teaching throughout the Foundation Stage (nursery and reception classes) ensures that the children make consistently good progress. By the time they move into Year 1 the majority of the children reach the early learning goals in personal, social and emotional development, communication, language and literacy, mathematics, creative and physical development and in knowledge and understanding of the world. A small number will exceed them. This represents a good improvement since the last inspection when children's attainment in physical and creative development was found to be below national expectations and their overall progress to be only satisfactory. In the nursery, the boys tend to spend less time on more formal activities, such as early reading and writing skills, than the girls. This leads to the girls progressing better than the boys and may well explain why the girls tend to outperform the boys in literacy and numeracy in Key Stage 1. In Key Stage 2, the performance of boys and girls is similar.
5. In English, the pupils generally make satisfactory progress overall in Years 1 to 6 and attain the expected levels by Year 2 and Year 6. However, pupils' progress is slower in two classes in Year 3 and 4 and there are some weaknesses in writing. In reading, the pupils make satisfactory

progress and by Year 2 many of them read simple stories accurately and fluently. By Year 6 the pupils read with expression and use their skills well to locate information. Many pupils write well for their age and by Year 2 they are developing their ideas into lengthy stories and accounts. However, a few pupils cannot spell words correctly or form letters correctly. A significant number of Year 3 and 4 pupils are making slow progress in writing. However, by Year 6 many pupils have made good progress and already show secure attainment at the expected level (Level 4).

6. In mathematics, the pupils make satisfactory progress in Year 1 and very good progress in Year 2 which results in most pupils achieving the expected level or above by the end of Year 2. The progress the pupils make in Years 3 to 6 is variable. In the two lower classes, the planning and delivery of lessons could be better and as a result the pupils do not do as well as they should. Progress speeds up in the three remaining classes and by Year 6 the pupils' attainment is closer to the national average. The Year 6 booster lessons for the more able pupils is having a marked affect on raising the attainment of these pupils to the higher level (Level 5).
7. In science, the pupils make good progress in Years 1 and 2 and standards are in line with the national average by the end of Year 2. However, in Years 3 to 6 some lessons lack direction or challenge and consequently the pupils' progress is unsatisfactory and their attainment is below average by the end of Year 6. The worksheets used are not adapted to meet the needs of the different ability groups and this has a detrimental effect on the pupils' progress, particularly the more able ones.
8. Since the last inspection standards have improved in art and design, information and communication technology (ICT) and physical education. In all three subjects, the pupils now make satisfactory progress and reach the expected levels by Year 2 and Year 6. In art and design good standards were found in a number of classes. The improvement in staff confidence in teaching and the way the subject is organised and taught has led to the improvements in ICT. The increased time spent on physical education has enabled better standards to be achieved but there are still some weaknesses in the allocation of time and in the way the subject is taught.
9. In religious education, pupils build progressively on their knowledge and understanding of the major faiths and by Year 6 their attainment is in line with the locally Agreed Syllabus. In most of the other subjects, the pupils make satisfactory progress and achieve the standards that are expected nationally. However, in geography the provision is unsatisfactory and the pupils do not reach the expected levels.

Pupils' attitudes, values and personal development

10. This aspect is a strength of the school and is an improvement on the findings of the last inspection. The school provides a safe and welcoming environment where pupils develop good attitudes to their learning. Behaviour in the school is good as is provision for pupils' personal development. All of these factors help to create a positive learning experience and environment.
11. The children behave very well in the nursery and reception classes. They soon get used to the routines of the classrooms; they hang up their coats, and soon take responsibility for their own belongings such as lunch boxes, book folders and physical education kit. In both classes effective arrangements introduce the children to the school day and this means that they come into school happily and confidently. The children enjoy learning, listen well to the teachers, concentrate and try hard; most persevere to complete a task before they move to a new activity. They play and learn well, both alongside one another and together. The good relationships that are formed with

the adults who work in the classes help the children to make the good progress seen. The children are encouraged to take care of their own and the school's belongings and to put away equipment and tidy up after activities.

12. Pupils in all year groups are keen and happy to come to school. The values of respect, care and tolerance are apparent in the pupils' attitudes. Most pupils conduct themselves well in lessons but there are a few occasions when poor classroom management and mundane, lengthy tasks lead to some inappropriate behaviour. Pupils move in an orderly way around the school and most show respect and courtesy for school staff and visitors. Standards of good behaviour were observed in the cloakrooms, the playground and the dining hall where older pupils help younger ones pour drinks and select food as well as wiping tables and clearing crockery. Pupils have a good understanding of right and wrong and show respect for their school. For example, there is no evidence of litter around the school premises. Learning resources are treated with respect and tidied away well.
13. The relationship between pupils and between pupils and adults is good. The pupils enjoy working together. They share ideas and listen to each other, for example, in a Year 5/6 lesson when pupils shared their accounts of the Titanic disaster, they broke into spontaneous applause in approval of each other's work. Many pupils hold doors open for adults and are happy to help staff with tasks at lunchtime. Staff are good role models, listening to pupils and showing concern for their all round well being. Pupils are respectful of the beliefs and values of others as shown by their response to a visit from some Muslim pupils from another school.
14. The opportunities for pupils to take responsibility in the school are good and contribute much to their personal development. The class representatives who serve on the School Council take their responsibilities seriously. They talk about the aims of the council and discuss playground and specific behaviour issues. The decisions taken have direct impact on the pupils, for instance when deciding which charity to give the money raised through Christmas activities. They also initiate fund raising activities of their own. Some Year 1 pupils are table leaders with specific responsibility to make sure everyone has a fair turn and look after the group's resources. Circle time, citizenship, assemblies and some lessons foster supportive relationships and an ethos of shared responsibility and expectation. The oldest pupils assume many responsibilities and show much common sense and maturity in carrying out these duties. The school is beginning to set individual targets giving each pupil the opportunity to seek continuing improvement and take some responsibility for their own learning. Pupils, teachers, parents and carers all share in the success of achieving these targets. The system for rewarding the pupils with house points is working well and pupils are keen to win them for their house.
15. The pupils with special educational needs are encouraged and helped to take a full part in school activities. They have good relationships with the adults who support them in class situations and individually. All of the adults ensure that the pupils are given good opportunities to develop self-confidence and self esteem. Other pupils include them well within the classes, especially when working in small groups and they are supportive of their efforts. There is a small but significant number of pupils with emotional and behavioural problems. They are well provided for and supported in meeting their individual targets to help them cope with their problems and improve so that they can access the learning opportunities offered.
16. Attendance and unauthorised absence for the most recent reporting year are broadly in line with the national average, and are therefore satisfactory. Punctuality during the inspection was good, with only a small number of pupils arriving after the register had been called. The registration process at both morning and afternoon sessions is conducted properly and with little loss of time.

These satisfactory attendance levels, maintained since the previous inspection, set a sound platform for learning.

HOW WELL ARE PUPILS TAUGHT?

17. The quality of teaching ranges from excellent to unsatisfactory but is satisfactory when taking into account teaching across the whole school. This appears to be a similar picture to the last inspection in 2000, but the standard of teaching overall has actually improved significantly since then. Although the amount of unsatisfactory teaching is at a similar level (10%) to 2000, the good, very good and excellent teaching has practically doubled. Particular improvement has taken place in the Foundation Stage (nursery and reception classes) where teaching is now considered to be good, compared to satisfactory at the last inspection.
18. Though satisfactory overall, the quality of teaching varies considerably across the school. In Year 2 the motivational qualities of the teacher ensure that the teaching is consistently of a high standard and enables the pupils to make good progress across all subjects. The pupils' progress slows down considerably in the first two classes in Key Stage 2 (where much of the unsatisfactory teaching was observed) and a significant number of pupils do not do as well as they should. In the Year 3 class, a young and inexperienced teacher needs support and guidance to improve her management of pupils and in the Year 4 class the planning and preparation of the teacher are weak. Teaching is much better in the three classes for older pupils and as a result their progress increases noticeably.
19. Although the extraneous noises from adjoining open-plan classrooms make it difficult for some of the pupils to concentrate, most of the teachers are adept at retaining the pupils' interest. This situation is made even more difficult for the teachers whose classrooms are also used as a thoroughfare. However, the management of the pupils is a particular strength of many of the teachers. Good behaviour is noticed and praised and most pupils respond positively to the encouragement and praise that they regularly receive. Classroom assistants play an important part in maintaining good discipline. Throughout the school, relationships between the staff and pupils are good.
20. The teaching is consistently good in the Foundation Stage, and very good teaching was seen in both classes. No unsatisfactory teaching was seen. This is a good improvement since the last inspection when the teaching was found to be only satisfactory. The good quality of the teaching enables the children to make a good start to school; they make good progress and achieve well. The teaching in both of the classes has a number of strengths. These include the very effective use of questions and planned opportunities to use talk to promote and develop the children's language and communication skills. The classes are well organised and the children are very well managed. There is a good balance between teacher directed learning activities and those children can tackle independently. The teachers plan these activities carefully and this ensures that there are opportunities for the children to have overall access to all the areas of learning.
21. Very effective use is made of the Foundation Stage teaching assistants who provide support to individual children and lead group activities. The teachers and teaching assistants work hard to provide a productive, interesting and enjoyable range of activities, so enabling the children to make good progress overall. However, in both the nursery and reception classes there are some missed opportunities to follow up the introductory work by direct teaching of basic skills to

groups or individuals. The school could usefully consider extending the group sessions in the nursery class so that more focussed literacy and numeracy activities are gradually introduced.

22. The well-planned delivery of the national literacy strategy is ensuring that the pupils' skills in reading and writing are being developed consistently throughout the school. No unsatisfactory teaching of the Literacy Hour was observed and the majority of the lessons were of a good quality. This general improvement in teaching has helped to raise standards in literacy; which are much improved since the last inspection. The national numeracy strategy is not being applied quite so consistently. In a few lessons in Key Stage 2 there was a lack of pace and challenge to the introductory mental arithmetic session, work for the ability groups was not explained clearly enough and the final part of the lesson was not always used to assess progress or to clear up any misunderstandings. This results in a certain slowing down of the pupils' progress in Key Stage 2. Nevertheless, teaching overall was satisfactory and most lessons were well organised and provided appropriate challenge to enable pupils of differing abilities to make generally suitable progress in developing their numeracy.
23. Teaching of science in Years 3 to 6 is unsatisfactory and leads to the pupils making unsatisfactory progress. Expectations are too low and much of the teaching lacks a clear focus as to what the teachers want the pupils to learn from a particular lesson. This is compounded by the use of inappropriate worksheets that do not take account of the differing needs of the pupils, particularly of the more able.
24. The teaching of geography is unsatisfactory. The subject is not given sufficient priority and standards are low. The teaching lacks a clear focus and does little to enthuse the pupils. Much of the work is based around photocopied worksheets that do little to develop the pupils' skills, knowledge and understanding. The range of work is limited and there are insufficient resources to allow the pupils to become actively involved.
25. Although teaching overall is generally satisfactory in all of the other subjects it is worth noting that some good and very good teaching was observed in the computer suite. Here there is a clear focus on teaching specific skills and this is leading to a noticeable improvement in the pupils' attainment. In an excellent art and design lesson in Year 2, the great enthusiasm of the teacher, combined with lovely relationships, first class planning, preparation and resources enabled the pupils not only to make rapid progress in their sketching techniques but also to thoroughly enjoy the experience at the same time.
26. Overall the pupils with special educational needs are taught well and this contributes to the good progress they make. At the time of the last inspection it was found that pupils were sometimes withdrawn from classes inappropriately and that they missed important lessons. This situation has improved; the pupils are well provided for in the arrangements the school makes for teaching them in class. This is particularly so in literacy and numeracy lessons where they are well supported by the teaching assistants. On some occasions the pupils are taught individually or in small withdrawal groups. These arrangements have a positive impact on the progress made by the pupils with special educational needs. Each pupil has a specific plan, which identifies particular targets for the pupils to work towards; they are reviewed and updated on a termly basis. However, although they generally identify the small steps needed for the pupils to make good progress, on some occasions the plans contain too many targets or are not closely enough matched to the identified needs of the pupils.
27. A particular strength in the teaching is the work of the teaching assistants in helping to carry out the individual education plans of the pupils with special educational needs. Their work is of good

quality, and enables the pupils to make good progress especially in the basic skills of literacy and numeracy. The teaching assistants manage the pupils very well; they maintain consistent standards of behaviour, and use a good range of teaching methods. There is good liaison between the teaching assistants and the class teachers, who plan together to help ensure that the work provided for the pupils is matched to the pupils' needs.

28. The previous report recommended that the school 'improve arrangements for homework and the consistency of marking and the presentation of work'. There has been an improvement in the marking and presentation of work. This is now generally satisfactory and in some classes it is good. Where the marking is good the teachers ensure that the work is always well presented and they provide useful pointers to help the pupils to understand what they need to do to improve. Homework is provided for pupils in each year group. However, insufficient use is made of homework on a consistent basis to improve standards, particularly in mathematics.

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

29. The curriculum is generally broad and balanced but there are a significant number of minor issues that prevent the total curriculum offered to pupils being as good as it could be. The curriculum is broadly satisfactory in meeting statutory requirements in all National Curriculum subjects apart from geography where the subject has an unsatisfactory place on the timetable of most classes. Sufficient time is now given to physical education but there is still an uneven distribution across the classes. The requirements for religious education as set out in the locally agreed syllabus are met. Pupils are given guidance on sex education and the use and abuse of drugs as part of their personal, social and health education. Pupils are generally provided with an effective range of learning opportunities that broadens their experience and enhances their learning. Provision for the more able pupils is sometimes good, particularly in English and mathematics.
30. In the Foundation Stage (nursery and reception classes) the children have good access to a broad and balanced curriculum that overall is well planned. This is a clear improvement from the time of the last inspection when planning for creative and physical development was judged to be unsatisfactory. Provision for outdoor physical activity is now very good. The planning clearly links to all the areas of learning and provides the children with a productive, interesting and enjoyable range of activities and this promotes the good overall progress made by the children. On occasions the planning could develop opportunities for the children to focus on literacy and numeracy learning objectives following the whole class introductory sessions.
31. There have been significant changes to curriculum planning since the previous inspection. At that time there was great variation in the quality and guidance provided by the schemes of work. The school has since adopted most of the nationally recommended subject guidance, adapting each subject to incorporate successful practices already present in school. Policies and schemes are mostly helpful, though a few are outdated, in need of review or do not reflect current practice. There is no homework policy and staff are not consistent in their use of this opportunity to reinforce the learning that takes place in school.
32. A long-term plan of what is to be taught each year, broken down into subjects has been drawn up for the Foundation Stage, Key Stage 1 and Upper Key Stage 2. This is an improvement since the last inspection and helps ensure that skills, knowledge and understanding are taught progressively. These plans guide teaching effectively and help ensure that work is set at appropriate levels within mixed-age classes to meet the interests, ability range and particular

needs of all pupils. In those classes where the plan lacks detail or is non-existent, the learning experiences offered to pupils often lack the necessary continuity and progression and the teaching is of a lower standard.

33. Lesson planning for most subjects and in most classes is now good. The quality of planning is having a positive effect on standards attained by pupils and in the progress they make in most subjects, particularly in literacy. Where plans are unsatisfactory they are often not completed in advance and merely become a diary of completed tasks. The least effective planning is to be found in the Year 3 and Year 4 classes where most of the unsatisfactory teaching occurred during the inspection.
34. Extra-curricular provision is satisfactory. Pupils are engaged in a suitable range of out of school visits to places such as Newstead Abbey, Chatsworth House and the Science Museum in Leicester. These visits enrich the curriculum. Residential visits to study centres on the Isle of White and near Guildford make a very positive contribution to pupils' social development and self-esteem. Visits to local churches and other places of worship and assemblies taken by visiting clergy strengthen the religious and spiritual partnership. There are opportunities to play football and netball at after school clubs and a good range of extra musical activities including recorders, choir and brass instrument tuition is offered to pupils.
35. The school has rightly chosen to boost the development of literacy and numeracy skills. However, provision in subjects outside the core of English, mathematics and science has not been monitored sufficiently to ensure appropriate coverage. For example, geography is allocated insufficient time and resources and ICT has not been used sufficiently across the curriculum to enhance learning in other subjects. Cross-curricular links, which could provide valuable opportunities for developing skills, are not regularly planned. Accordingly, although most basic literacy and numeracy skills are taught effectively in English and mathematics lessons, pupils do not consolidate these skills by using them for a range of different purposes on a regular basis.
36. Occasionally it takes too long for teachers to settle their pupils between lessons or after assemblies or break times. This is compounded in the classes of older pupils where the teacher often has to wait to start a lesson whilst monitors complete organisational tasks around the school. An added weakness is that lessons are sometimes too long, for example, some physical education, mathematics and music lessons in Year 1, whereas others, such as some science and history lessons are too short in some classes. This affects the balance of the curriculum and can mean that pupils do not either have enough time to explore issues thoroughly or become bored and restless as the pace of a lesson slackens. Occasionally the content of lessons is stretched to meet the allocated times.
37. The provision for pupils with special educational needs is a strength of the school and enables them to make good progress. Staff work closely together sharing information and expertise so that pupils benefit from a broad and relevant curriculum. The issue of inappropriate withdrawal from lessons, identified at the time of the last inspection has been directly addressed and pupils now benefit from a carefully planned and delivered range of suitable activities. The co-ordinator for special educational needs, class teachers and teaching assistants work together to ensure that the pupils' individual needs are well met.
38. The school's provision for spiritual, moral, social and cultural education is satisfactory overall. The provision the school makes for the pupils' spiritual development is satisfactory. The care and support for all pupils creates a climate within which there is respect for others. They are encouraged to develop a sense of empathy with others and show concern and compassion.

There is a daily act of worship which helps pupils to reflect on issues and to gain an understanding of their own feelings and of those of others from different backgrounds and cultures. During the visit by the Foundation Stage to the Whitepost Farm Nativity, the children were wide-eyed with wonder as they were able to smell and touch the straw and animals of a real stable whilst standing near to 'Baby Jesus'. A few tears were also shed by teachers and parents!

39. The school provides effectively for the pupils' moral development and promotes positive attitudes and values. The warm, caring approach of the staff provides good role models for the children. All pupils are taught how to distinguish right from wrong and most teachers expect and receive good behaviour from their pupils. Rewards and sanctions are used effectively. Team spirit is promoted through the House system with a cup being presented to the winning house. The 'Golden Assembly' is an uplifting occasion. A pupil from each class is nominated each month to receive a Golden Certificate. Their parents are invited and the teacher explains why the child has earned this reward. Values such as kindness, hard work and helpfulness are strongly promoted on these occasions.
40. The social development of the pupils is good and contributes well to the life of the school. The pupils are very respectful and tolerant of each other. A 'Buddy' system encourages older pupils to be 'playground friends' to young children. In the school council pupils try to identify and understand poor behaviour. They make agreements with the perpetrators and support improvements positively. Older pupils carry out many duties as monitors, such as running the library, watering plants, giving out and collecting registers and assembly chairs. In citizenship lessons children listen and respect each other's ideas. Residential trips and other visits also contribute to the pupils' social development and to their awareness of what it means to be a good citizen.
41. The provision for the pupils' cultural development is satisfactory. The pupils are taught to appreciate their own cultural traditions and those of other cultures through art, music and literature. Their preparation for life in a culturally diverse society is satisfactory. There is a good range of musical instruments from around the world. A group of Muslim pupils from another school visited during assembly to share their beliefs and customs during Ramadan. Pupils are left in awe at the discipline needed to learn and deliver a Muslim prayer. The school is fostering links with Poland and hopes to arrange a visit of pupils from Poland. A number of visits take place including theatre trips.
42. The good links that the school has maintained with both the local and more distant communities since the last inspection continue to make a substantial contribution to the education of its pupils. Not only do pupils visit places of educational interest such as the White Post Farm, local museums, and the more distant residential centre on the Isle of Wight, but they also develop an awareness of their place in a wider community and the responsibilities it brings. For example, they donate their Harvest Gifts to a local Homeless Project. They join in a tree planting programme and a recycling project, while further afield they raise money to donate to the Save the Children Fund, and send shoeboxes full of 'goodies' to children less fortunate than themselves in Eastern Europe. Nearer home they take part in the DARE (drugs education) project run by the police. Involvement in such a wide variety of community initiatives helps pupils to grow in maturity and to develop a sense of citizenship.
43. The good relationships with partner institutions have improved in recent years and make a good contribution to pupils' learning. The strong links with the main receiver school now involve an initiation programme that starts at the beginning of Y6, and includes taster days in the new

school, use of its facilities, regular visits from the receiver school's liaison teacher and meetings between headteachers. A good working relationship with a nearby university ensures a steady flow of students on placement at the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The good provision that the school makes for the care and support of its pupils is one of its strengths, resulting in an atmosphere of security and wellbeing that makes a good contribution to pupils' education.
45. The comprehensive range of policies relating to health and safety noted at the previous inspection has recently been updated. Responsibility for conducting risk assessments of the premises is shared with members of the governing body. The effective arrangements for first aid are well co-ordinated by the nominated first aider, and she, along with several other members of staff holds a current first aid certificate. Suitable records of accidents to pupils are maintained.
46. Personal, social and health education now falls into the main curriculum. Effective use is made of outside agencies; the police as part of the DARE initiative support drug education, while the Health Visitor from the local community supports sex education in Year 5 and 6.
47. The satisfactory procedures for monitoring and promoting attendance have been strengthened with the support of the Education Welfare Officer, resulting in improved recording procedures and a clearer picture of patterns of absence.
48. The effectiveness of the good procedures for monitoring and promoting good behaviour is evidenced in the good behaviour of the pupils. Teachers act as good role models, and all but a few pupils strive to please them and to earn the much prized 'House' points. The simple behaviour code is applied consistently and promoted through positive reinforcement, as during the awards assembly when teachers describe the kind of behaviour that is judged worthy of an award. The good procedures for monitoring and eliminating oppressive behaviour include the appointment of a designated person within the staff team. Her role is to bring together the parties in any disagreement or complaint, and to counsel them out of their anger so that they part on good terms. The evidence shows it to be an effective intervention that contributes to the good behaviour seen around the school.
49. The school's good procedures for monitoring and promoting personal development result in the positive and mature attitudes to be seen around the school and in the classroom. The great majority of parents who responded to the questionnaire acknowledged the effectiveness of the procedures. They agree that the school expects their children to achieve their best, and helps them to become mature and responsible. The school's procedures are applied most effectively in the dining room and the playground. Older pupils befriend their younger peers through the 'buddying' system, helping them to settle in, to find their way round the school, and to make friends. In the dining room they sit at the head of the table, as in family groups, serve the younger pupils with food and drink and tidy up after them. Such initiatives are effective in developing within pupils a sense of responsibility and self discipline, while their involvement in the School Council and their visits to the Mayor's office introduce them to the ways of democracy and good citizenship.
50. At the time of the 2000 inspection a key issue was 'to make full use of assessment information to ensure that work is sufficiently challenging for pupils of all levels of ability'. Overall this issue has

been satisfactorily addressed; the assessment of pupils' work and the use made of the information gathered shows an improving picture.

51. The procedures for assessing pupils' attainment and progress, particularly in English and mathematics are the most developed. The results from a range of standardised and external tests are analysed and they are being used more effectively to promote the pupils' learning. The analyses are used to group pupils and to set targets for them to work towards. The pupils are made aware of their targets and this helps them to know what they are going to learn next and how they can improve in order to achieve the next level in their work. The pupils' progress is now being tracked from when they enter the school and appropriate and challenging targets are being set for the levels of attainment that the pupils should achieve as they move through the school. The comprehensive marking structure is generally well used, especially in English, and provides the pupils with useful pointers for improvement. This represents an improvement since the last inspection when marking was found to be inconsistent and not helping pupils to make sufficient progress.
52. However, in science, assessment procedures are inconsistent across the school. There are no end-of-year assessments or target setting in Years 3 to 6 and this is having a detrimental impact on progress as the pupils move through the key stage. In the ICT curriculum some teachers have skills lists, which they use to check pupils' progress but this is not yet the case throughout the school. In other subjects procedures for assessing and recording the progress of pupils are in the early stages of development.
53. Soon after entry to the nursery class the teacher carries out a baseline assessment to establish how the children compare with national and local levels of achievement. She also carries out an entry profile; this shows the areas that the children have already succeeded in and what they need to learn next. The teacher rechecks the baseline assessment tasks at the end of the year and the results show the good progress made by the children. In both the nursery and reception classes the teachers have regular arrangements to check how well all the children are learning and whether they are making enough progress. They use the information gained to plan further work for all of the children; this promotes the good progress seen. The children with special educational needs are identified at an early stage in the nursery and reception classes and very good support is given to them. The good arrangements mean that they are included in and participate well in the learning activities planned for all of the children.
54. In both the nursery and reception classes the children come into school happily and confidently. The start to the day is calm, positive and productive. There are good arrangements for the day-to-day exchange of information between parents, carers and the school staff and for the children to leave school safely in the care of a known adult. The teachers and other adults get to know the children well, and soon establish good relationships with them. This encourages the children to try hard and to behave well and contributes to the good progress made by the children in the nursery and reception classes.
55. Throughout the school the pupils with special educational needs receive good support from the adults within the school. The special educational needs co-ordinator, teachers and teaching assistants are fully committed to helping the pupils to make progress in meeting their targets. The needs of pupils are identified by the assessments that are carried out and strategies to address them are then highlighted in the pupils' individual education plans. The pupils are being encouraged to begin to make their own contributions to the review of their targets and to the establishment of the new ones. All statutory requirements with regard to special educational needs are met.

56. The school's work with pupils with special educational needs is very well supported by a wide range of outside agencies working regularly with a number of the pupils in support of the teachers. There are good procedures for monitoring and supporting all of the pupils' personal development and these are also used effectively for the pupils with special educational needs. The pupils with emotional and behavioural problems are well provided for and supported in meeting their individual targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

57. The partnership between the school and parents is satisfactory overall, making a sound contribution to the education of its pupils. The situation has improved marginally since the last Inspection, but in spite of the school's best efforts a substantial minority of parents who responded to the pre-inspection questionnaire remain critical of some aspects of their partnership with the school. The perception of some parents is that they are not well informed, and that the school is not well managed and does not work closely with them. The school's task is to canvass the views of those parents about ways to improve communications with them.
58. Although less than a third of the questionnaires were returned, the great majority of those responding report that their children like coming to school, that they behave well, and that they make good progress in their work. Similar numbers declare that the teaching is good, that the school expects their children to work hard, and that it helps them to become mature and responsible. While 84 per cent of respondents agree that they find it easy to approach the school with any question or problem, 25 per cent of them say that the school does not work closely with parents, and that parents are ill-informed about their children's progress. They also disagree that the school is well led and managed, and complain that the school does not provide an interesting range of activities outside lessons.
59. The view of the inspectors is that the school provides good quality information for parents, especially about their children's progress, and is effective in maintaining satisfactory links with parents. The prospectus and the governors' annual report to parents are detailed and informative. These are supplemented by briefing meetings for parents, and by regular newsletters sent to every family. Termly briefing sheets describe for parents the part of the curriculum being studied in a given period. In addition, pupils' individual targets tell parents what their children are learning as well as how they can help them at home. There are twice yearly parents' evenings to discuss their children's progress. Pupils' annual reports usefully include pointers for improvement. In Years 1 and 2 the reading record that pupils take home every day maintains a two-way communication.
60. For their part, parents make a satisfactory contribution to their children's learning both at school and at home. More than 20 parents are approved volunteers, working either directly in the school in support of staff, or assisting on school trips, or by their involvement in the Parents 4 Pupils Club in its efforts to raise money for school funds.
61. The school works well in partnership with the parents and carers of the pupils with special educational needs. They know who are their main points of contact in the school. They are invited to contribute to and attend the reviews of the progress their children are making. The parents and carers of pupils on the lower stages of the special educational needs register are always made aware of the targets set for their children in their individual education plans. Suggestions are made about support that can be given at home to extend the work being done in school and the contributions made by the parents help to promote the good progress of the pupils.

62. The school has good arrangements for the introduction of the children to the nursery and for when they move to the reception class. These include good opportunities for the children to visit the classes and meetings for parents. Good quality information booklets are provided for the parents and open meetings are held to explain what and how the children are learning. The teachers are readily available to the parents and carers to discuss any problems on a day-to-day basis and regular open days and parents' evenings are arranged for the parents to see and hear about the overall progress being made by the children.

HOW WELL IS THE SCHOOL LED AND MANAGED?

63. The headteacher has been absent for seven months on long-term sickness leave. The uncertainty about his return could have influenced the decision of a significant minority of parents (30 per cent) to voice their concern about the leadership and management of the school in their response to the parents' questionnaire. Any uncertainty associated with the first months of the headteacher's absence has now disappeared. The acting headteacher has a clear understanding of what is needed to improve standards and is putting in place the rigour, structure and above all the consistent approach needed to move the school forward. The staff have responded well to her positive approach and there is a concerted effort to raise standards. The action plan that most curriculum co-ordinators have drawn up for their subjects is providing a useful focus to help bring about improvements on a wider front.
64. At the time of the last inspection in 2000, there were shortcomings in the leadership and management of the school. Since then many of the issues raised have been addressed successfully. The success of the monitoring of teaching is evident in the improvement in the teachers' planning, record keeping, marking and above all the quality of teaching itself where the amount of good or better teaching has nearly doubled since the last inspection. Structured assessment procedures and tracking of the pupils' progress are now well established for English and mathematics. This enables the school to closely monitor standards, to plan appropriate work and set suitable targets for pupils and at the same time identify any areas for improvement. These methods are proving successful in raising standards in English and mathematics and should be extended to encompass other subjects, particularly science where standards are still unacceptably low.
65. The governors are active and supportive of the school. They show great commitment by not only meeting as a governing body but also as members of various committees including Finance and General Purposes and Strategic Development. This enables the governors to keep close oversight of developments and ensure that all statutory responsibilities are carried out. Over and above this, most governors take a particular interest in a curriculum area and pay regular visits to school to observe standards and to check on developments with the subject leaders. The governors are fully involved in the formulation of the school's planning for improvement. This is a useful document for moving the school forward but would benefit from having more specific and achievable success criteria that can actually be measured.
66. Financial planning is good with special grants such as allocations for professional development used sensibly. The governors are prudent in their budgeting and short-term financial planning of the school is satisfactory. Longer term, more strategic planning has improved.
67. The school budget is managed well and financial control and administration is good overall. The full governing body agrees the budget allocation annually, and governors monitor expenditure regularly throughout each term in order to check that actual expenditure is in line with the

budget. The local education authority finance officer currently provides detailed financial information for the governors. Good use is made of ICT and efficient systems effectively support the smooth running of the school.

68. Governors make effective use of resources but the school is only just beginning to judge how its standards and costs compare with those of similar schools. All recommendations raised in the most recent auditor's assessment of financial management have been addressed satisfactorily. Governors are aware of best value principles and make good use of regional purchasing organisations. They fully analyse the contracts and service level agreements available to them.
69. The school is adequately staffed and there is a reasonable balance of experience and expertise. If it is at all possible the governing body is committed to maintaining one age-range to a class and this accounts for the imbalance in class numbers in Years 1 and 2. The school currently has two temporary teachers covering staff absences. Teaching staff are well supported by the well-trained and dedicated team of learning support assistants. The involvement of all staff in the life of the school has been recognised through presentation to the school of the national 'Investors in People' award in 2002.
70. Resources for learning have been carefully built up in most subjects to support the curriculum. Most are of good quality with particularly good resources in music and ICT. Resources for design and technology, geography and history are inadequate in quantity and range. There is easy access to non-fiction books in the school library but they are too few in number and lack variety and quality. Reading areas in some classrooms are under stocked and sometimes unattractive.
71. The furnishing, decoration and displays in the Foundation Stage (nursery and reception classes) are lively and colourful and the classrooms provide a very good variety of activities to support learning in all areas of the early years' curriculum. At the time of the last inspection there was a 'poor learning environment' (including the outdoor area) in the nursery. This has been very well addressed. The school now has a well-organised and resourced outdoor play area, which contributes well to the on-going development of the children. The provision for creative development has been admirably improved and is now, together with the outdoor area, a strength of the Foundation Stage.
72. The special educational needs co-ordinator's overall approach to review procedures and documentation for the pupils' with special educational needs is thorough and well organised. The governors are supportive of the work done with the pupils with special educational needs and have provided extra resources of teaching and support time, and these are effectively contributing to the good overall progress made by the pupils. However, the co-ordinator works as a class teacher in the school and at present has one day each two weeks in which to carry out her many essential tasks. This leaves little time for helping teachers in assessing the pupils' needs or for monitoring and evaluating the work of the special educational needs teaching assistants.
73. The open-plan design of the building makes teaching and learning more difficult for the teachers and pupils. Despite the installation of some partitions to reduce noise levels, following the recommendations of the last inspection report, the noise intrusion from neighbouring classrooms is still, on occasions, unacceptable. In addition, two classrooms are sited in a thoroughfare, and the 'quiet rooms' are too cramped to be effective.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

74. In order to improve standards and the quality of provision further, the headteacher, staff and governors should:

- **Improve standards in science in Key Stage 2 by:**
 - setting rigorous targets for each cohort, particularly for the end of Year 6, and assessing progress on a regular basis;
 - providing more challenging work for the more able pupils;
 - ensuring that scientific investigations have a clear purpose and will advance the pupils' knowledge and understanding of scientific principles;
 - purchasing more resources particularly for use in Years 5 and 6.
(Paragraphs 1, 2, 7, 23, 52, 64, 114, 116, 118, 119)

- **Continue the improvement being made in mathematics in Key Stage 2 by:**
 - updating the mathematics policy so that all teachers are aware of school expectations regarding the implementation of the numeracy strategy;
 - making a concerted effort to tackle the weaknesses in the pupils' basic computation and mental arithmetic;
 - finding ways of alleviating the dip in progress of the pupils in Years 3 and 4;
 - enabling pupils to apply and develop their mathematical skills across the curriculum;
 - using homework more consistently to consolidate and extend pupils' learning
(Paragraphs 1, 2, 22, 28, 106, 108, 109, 111, 113)

- **Improve the provision for geography by:**
 - establishing a curriculum map to ensure there is adequate coverage of the subject in all year groups;
 - providing guidelines for the teaching of the subject;
 - providing a good range of resources;
(Paragraphs 9, 24, 29, 35, 132, 133, 134, 135, 136)

- **Ensure more consistent practice in aspects of teaching and learning by:**
 - ensuring all classes follow the school policies for planning;
 - establishing a school plan that ensures appropriate coverage of each subject in all year groups;
 - increasing the time provided for geography and making more effective use of the time allocated to physical education;
 - increasing the use of computers in different subjects;
 - planning more opportunities for pupils to use their writing skills and mathematics in other subjects;
 - ensuring a school homework policy is carried out evenly across the school;
 - reducing the length of some lessons in Year 1 to give more pace and focus to subjects such as mathematics, physical education and music;
 - ensuring pupils don't miss learning opportunities when completing monitor's tasks around the school.
(Paragraphs 8, 24, 29, 35, 36, 52, 103, 111, 113, 117, 120, 131, 140, 147, 158)

- **Improve the quality of teaching of the two Year 3 and Year 4 classes by:**
 - sharing the good and very good practice that already takes place in the school;
 - monitoring and supporting the quality of teaching and learning;

- ensuring that all lessons have clear learning objectives;
 - implementing strategies to deal with the unsatisfactory behaviour of a small minority of pupils in one of the classes;
 - ensuring appropriate pace to lessons;
 - ensuring that planning and preparation are at the same level as the rest of the school.
(Paragraphs 5, 6, 18, 32, 33, 96, 108, 111, 118)
- **Find ways of overcoming the difficulties caused to the learning environment by open-plan classrooms and cramped 'quiet areas'.**
(Paragraphs 19, 73)

In addition to the key issues above, the following less important issues should be considered for inclusion in the action plan:

- Ensure consistent and effective use of homework through the school.
(Paragraphs 28, 31, 111)
- Provide an overview for teaching physical education to ensure suitable coverage of each aspect through the school.
(Paragraphs 8, 29, 31, 36, 158, 159, 162)
- Provide guidelines for teaching religious education.
(Paragraph 168)
- Find ways of addressing some parents' negative perception of the school
(Paragraphs 57, 58)
- Improve resources for the teaching of history and design and technology.
(Paragraphs 70, 128, 137, 140)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	10	19	22	6		
Percentage	2	17	33	38	10		

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 just less than two percentage points.

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)	22	199
Number of full-time pupils eligible for free school meals		30

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register	1	34

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	12
Pupils who left the school other than at the usual time of leaving	15

Attendance

Authorised absence

%

Unauthorised absence

%

School data	6.3
National comparative data	5.6

School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	16	31

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	10	13
	Girls	15	15	15
	Total	23	25	28
Percentage of pupils at NC level 2 or above	School	74 (78)	81 (80)	90 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	13	13
	Girls	15	15	15
	Total	25	28	28
Percentage of pupils at NC level 2 or above	School	81 (83)	90 (88)	90 (95)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	15	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	7	8
	Girls	13	8	13
	Total	21	15	21
Percentage of pupils at NC level 4 or above	School	75 (73)	54 (63)	75 (80)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	7	7
	Girls	11	7	11
	Total	18	14	18
Percentage of pupils at NC level 4 or above	School	64 (73)	50 (55)	64 (73)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	196	0	0
White – Irish		0	0
White – any other White background		0	0
Mixed – White and Black Caribbean		0	0
Mixed – White and Black African		0	0
Mixed – White and Asian		0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian		0	0
Asian or Asian British – Pakistani		0	0
Asian or Asian British – Bangladeshi		0	0
Asian or Asian British – any other Asian background	2	0	0
Black or Black British – Caribbean		0	0
Black or Black British – African		0	0
Black or Black British – any other Black background		0	0
Chinese		0	0
Any other ethnic group		0	0
No ethnic group recorded		0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

FTE means full-time equivalent.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	22.1
Average class size	24.9

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	95

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22

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

Number of pupils per FTE adult	7.3
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2.8
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	1
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001-02
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	£
Total income	595,319
Total expenditure	592,695
Expenditure per pupil	2,600
Balance brought forward from previous year	8,991
Balance carried forward to next year	2,624

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	246
Number of questionnaires returned	76

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	30	1	1	1
My child is making good progress in school.	40	47	9	3	1
Behaviour in the school is good.	34	59	3		4
My child gets the right amount of work to do at home.	28	51	18		3
The teaching is good.	38	51	8	1	1
I am kept well informed about how my child is getting on.	20	59	14	7	
I would feel comfortable about approaching the school with questions or a problem.	51	33	9	5	1
The school expects my child to work hard and achieve his or her best.	45	43	9	1	1
The school works closely with parents.	24	50	17	8	1
The school is well led and managed.	17	49	17	13	4
The school is helping my child become mature and responsible.	28	56	9	3	4
The school provides an interesting range of activities outside lessons.	16	52	14	12	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

75. There are currently 43 children in the nursery, 23 attending in the morning and 20 in the afternoon. At present there are only five children in the reception class; in the afternoons they join with the nursery class. The children move into the reception class full time at the beginning of the term in which they are five so that numbers build up gradually. The older nursery children would benefit from being moved into the reception class earlier; this would make the numbers in the nursery and reception more even and extend their learning opportunities by giving them earlier access to the literacy and numeracy strategies.
76. The teachers with responsibility for the Foundation Stage (nursery and reception classes) are well informed, enthusiastic and hard working. They share a clear vision of the needs for the provision and development of the curriculum for the children in the nursery and reception classes and consistently look to extend and develop their own expertise. The teachers and teaching assistant work closely together in the planning and delivery of the curriculum and take good opportunities to check what happens in both classes and to decide what needs improving.

Personal, Social and Emotional Development

77. The children enter the school with a range of personal, social and emotional development but overall it is below the average level. They make good progress in the nursery and reception classes and the majority achieve what is expected by the end of the reception year. The quality of teaching in this area of learning is very good; the teachers make sure that all the children have a clear understanding of what is expected of them and as a result they develop positive attitudes to learning. When they come in to school, the children settle quickly and happily because they know the routines on entering the classrooms. In the nursery there is a very good range of activities ready for them to engage in immediately, which they do with enthusiasm. The reception class children enjoy the group register session when they have an opportunity to share their thoughts and experiences with the teacher and each other.
78. The teachers have high expectations of the children's behaviour and ability to take care of themselves independently. For example, the children are becoming more confident and capable when dressing and undressing for physical education sessions. In both classes there is a good balance of teacher-directed tasks and of children-chosen activities. This provides good opportunities for the children to develop independence and self-reliance; this is especially impressive when the children take part in the outdoor play and creative activities. In the nursery the children confidently serve themselves with their snack and drink when they feel ready for it. In both classes they are provided with good opportunities to work and play together. The children from the reception class join the nursery for part of every afternoon and the oldest nursery

children spend one session each week in the reception class. The children persevere with tasks and behave very well as when they move between the activities during the free-choice sessions in the classrooms. They are kind and supportive to one another. There are good relationships between all the adults who work in the nursery and reception classes and the children. The children quickly gain confidence in speaking to adults and to each other. The adults provide sensitive opportunities for the children to explore and express their feelings as when, for example, the hamster from the nursery class dies. The children like to respond to questions from their teachers and other adults and are beginning to think things through for themselves and to give explanations for their answers.

Communication, Language and Literacy

79. Although there is a range of attainment the majority of children enter the nursery with below average language skills and some children's speaking skills are poor. The good teaching in this area enables the children to make good progress and by the end of the reception Year the majority of the children achieve the early learning goals in communication, language and literacy and a few exceed them. However, in both the nursery and reception classes there are some opportunities missed to follow up good introductory work by direct teaching of basic literacy skills to groups or individuals. In addition, in the nursery the girls often choose to write and read whilst the boys prefer the construction or role-play activities. A more regular use of focused literacy sessions would help to redress this imbalance.
80. All the children listen avidly to stories; they enjoy looking at story and information books and concentrate well in the sessions that focus on language development. They respond well to events in stories such as 'The Bear Hunt' and 'Farmer Duck'. The teachers develop and build the children's early reading skills through the sharing of books and stories and the teaching of phonic skills. The children in the reception class know the individual letters of the alphabet by sight and sound by the end of the year. The majority of the children recognise a range of words from the key words list by sight. They gradually develop their knowledge of letter sounds to help them write unfamiliar words. They recognise, read and by the end of the year most write their names. All the children take reading books home regularly to share with parents and carers and this makes a positive contribution to their achievement.
81. As the children move through the nursery and reception classes they begin to acquire an understanding of the writing process. The teachers build the children's confidence by modelling writing so that they learn that print carries meaning, and that it can be used to express thoughts and ideas. Throughout the nursery and reception classes the children are taught to form letters correctly and are provided with opportunities to try and write for themselves. The classrooms have alphabet charts and labels to encourage the children to link letters and sounds and write words themselves. In the reception class the children are encouraged to spell out simple words independently. Overall there are good informal opportunities for the children to encourage them to write for a variety of purposes but fewer formal ones and this means that on occasions the process and progress of learning to write is slowed.

Mathematical development

82. The children enter the nursery class with generally below average skills in mathematical development; only a minority of the children can already count or recognise numerals. Throughout the nursery and reception classes the teaching is consistently good, and enables the children to make good progress in gaining mathematical understanding and skills. By the end of the reception year the majority of the children will have achieved the early learning goals in

mathematical development. They recognise and write numbers one to ten in digits and most of the children can count to at least 20 and some confidently beyond. The children understand the concept of 'one more' and 'one less' than a given number. They learn about patterns by continuing a sequence started by the teacher or by creating their own examples. They confidently find and explain the properties of a range of two and three-dimensional shapes.

83. The teachers make learning fun through shape games and the use of numbers in games and singing rhymes; this helps the children to build confidence in counting and recognising numbers. In the reception class very good teaching was seen when the teacher fostered the development of the children's mathematical vocabulary by skilful questioning and explaining words such as 'cylinder' and 'edges'. She extended the learning opportunities by encouraging the children to formulate questions about three-dimensional shapes for themselves so that they could identify the shapes from her answers. Overall the children make good progress because the teachers know what they have learned and plan the next stage of work to build on their knowledge of, and skills of working with, numbers. However, on occasions the teachers' expectations of the more able children to work with higher numbers are limited and this has the effect of slowing their possible progress. Extending the class and small group sessions in the classes would facilitate the introduction of more focussed numeracy activities.

Knowledge and Understanding of the World.

84. The children enter the nursery class with below average experience of this area of learning. By the end of the Foundation Stage, most children are likely to achieve the level expected in knowledge and understanding of the world and overall the children make good progress because the quality of teaching is good in this area. The teachers plan together for topics and provide a good range of interesting and exciting activities to support learning in this area.
85. There are good opportunities for the children to explore, use their imagination and experience play situations both indoors and outside. The teachers plan for the children to have regular access to the well equipped and stimulating outdoor play area. During the week of the inspection many activities were linked to the Nativity theme, for example, the children entered enthusiastically into constructing a stable from milk crates and making areas for the different animals as well as enacting the story. There are regular opportunities for the children to hear stories from the Bible and to celebrate Christian festivals and festivals from other faiths such as Divali.
86. The garden area is used for mini-beast hunts and sand and water are always available for exploration. The children learn to recognise the stages of change and growth in themselves and animals. When a baby visits the nursery they compare his hand and footprints with their own. The children can name and sort fruit and vegetables into different categories. Opportunities are given for the children to notice and describe changes in the weather and to understand how time passes by learning the days of the week. During a topic on pirates they make maps to show where the treasure is buried.
87. There is some provision of opportunities for the children to explore and investigate scientific areas, although this provision could be extended. The children learn about the properties of materials such as dull and shiny, rough and smooth. They take part in cooking and observe the changes that take place when food is cooked. In both the nursery and reception classes the children are given good opportunities to use computers together with other ICT equipment such as tape recorders. They are competent in using the mouse to point and click and use a number of

programs that support their learning, such as matching letters and sounds, and a paint program to make symmetrical patterns.

Physical development

88. In general, the children enter school with below average skills in this area of their development. In the nursery and reception classes, their physical skills are well fostered through the indoor and outdoor sessions. Most children reach the national expectations in this area of learning. The teaching in this area is good and enables the children to make good progress.
89. By the end of the reception year they can dress and undress themselves with some help with fasteners. There are good opportunities to develop fine motor skills using paintbrushes, pencils and scissors, as well as through joining together pieces when completing jigsaws, tracks and construction kits. As they move by running, jumping, tiptoeing and hopping the children show a good awareness of space by not bumping into each other. They have opportunities to use the wheeled outdoor equipment and to develop their skills in throwing and catching hoops and balls. They take care when they are playing not to act in ways that may hurt other children. There is a good climbing frame and bridge for the children to use and in addition the teachers provide good opportunities for the children to climb and balance using smaller apparatus.
90. In addition to the normal physical activities that take place in the Foundation Stage, the children in the reception class also have the opportunity of learning to swim in the school's own learner pool. During their ten-week course the children build up their confidence in the water and many of them will have learned how to swim at least a few strokes unaided by the end of the sessions.

Creative development

91. The children enjoy a very good range of experiences in art, music, story and imaginative play. The quality of teaching and learning is very good and enables the children to make good progress in their creative development. This represents a very good improvement since the inspection in 2000 when teaching and progress in creative activities was found to be unsatisfactory. The environment is now exciting and the activities enriching; this provides good opportunities for the children's imagination to be stimulated. The majority of the children enter the school with below average attainment in this area of learning and they all attain or exceed the early learning goals before they leave the reception class.
92. The children use paint with great enjoyment and concentration. They know that colours can be mixed and that paint can be used to depict people and scenes; they like to talk about and explain their pictures. Sand and water are available for children to explore and use on a regular basis. A good range of creative materials are permanently available for them to explore; they cut, stick, and decorate their products with confidence, verve and enjoyment. The children have good opportunities to explore the sounds that different instruments make and the adults help the children extend the experience into a group playing and singing together sessions. Music sessions and a range of musical instruments, songs and rhymes, contribute well to the development of the children's understanding and pleasure in sounds, rhythms and patterns. However, opportunities for the children to enjoy playing, singing and dancing on their own or in small groups are more limited.
93. Good resources for a wide variety of role-play situations are provided. In the reception class the teacher led the class on a bear hunt through long grass, a swamp and a snowstorm before they reached the bear's cave. The children enter enthusiastically into imaginary events in the bear

caves, greengrocer's shop or when they organise and serve meals in the home corner. During the inspection the children from the nursery and reception classes, accompanied by the teachers and many parents visited the *White Post Farm Centre* for a Nativity play. Before the visit the teachers had prepared the children well by telling the story of the first Christmas. The children experienced the touch, sight and smell of various farm animals. The whole event had a positive impact on the children's understanding and creative development as they dressed up and all took part in enacting the story of the Nativity, in a real stable with the animals close by.

ENGLISH

94. Standards are improving in English and inspection evidence suggests that the pupils make sound progress through the school. Standards are broadly average by the end of Year 2 and Year 6. The school implements the Literacy Hour well and literacy skills are being well developed. There are some strengths in both reading and writing. The national tests for Year 6 pupils at the time of the last inspection in 2000 indicated that standards were well below average. The significant improvement made since then can be attributed to the determination of the co-ordinator and staff to fully implement all components of the National Literacy Framework.
95. At the time of the last inspection, the framework was new to the school but the system is now firmly embedded in the daily routine so that all teachers plan coherent and focused sessions each day which are enabling pupils to learn appropriately in all classes. The school is now benefiting from the concerted effort over the past few years to develop a programme of work that ensures learning is continuous from the Foundation Stage to Year 6. All teachers follow the structure and format of the Literacy Hour lesson and all classes benefit from shared and guided reading and writing sessions. Teaching in Years 2 and 6 is often particularly good as is the leadership of the subject.
96. Pupils make sound progress and by the end of Year 2 and Year 6 standards in speaking and listening are satisfactory. This would appear to be an improvement since the last inspection when pupils were judged to be under-achieving. By Year 2 most pupils respond appropriately to questions and speak clearly and confidently. By Year 6 many speak out frankly, and express themselves energetically. Listening skills are not good in the two Year 3 and Year 4 classes. A significant minority of pupils in these classes fails to listen carefully and often talk over the top of others' comments.
97. The pupils make satisfactory progress in reading and in Year 2 most pupils just reach the level expected for their age and some reach a higher level. Many pupils read simple stories accurately and fluently with some better readers using expression and characterisation. The more able readers are aware of the meaning of what they read and use the pictures and sense of the text well to predict events. Some are beginning to use their alphabet skills to look up words in dictionaries and many use indexes and contents pages to find information. They use their knowledge of letter sounds and their combinations well to identify parts of unfamiliar words. A few less able pupils rely on others to supply the word or to direct their thinking.
98. By Year 6 many pupils read with some fluency and expression. When reading aloud they use good phrasing and often interact well with the text, commenting on events and laughing at the humour. They cope well with simple questions about the passage but some lack the necessary skills to use the text effectively and efficiently. However, skills in locating information in reference books and general library skills are good. Pupils in the Year 6 class recognise and explain how authors and poets use metaphors and similes to develop imagery in their work. They use a technical vocabulary with confidence.

99. Progress in reading is now satisfactory overall with a clear improvement in the recent past. Many pupils get off to a good start in reading and the school has been successful in involving parents in hearing pupils read at home. The frequency of reading in school including shared and guided reading in the Literacy Hour and silent reading sessions for most classes has done much to help ensure that many pupils now make appropriate progress. The systematic teaching of reading skills during the Literacy Hour is accelerating pupils' progress. The very good quality additional support given to pupils in Year 1 who are behind with their reading is helping to raise standards. When given specific guidance, as in how to read an historical account, pupils make good progress. Year 3 pupils are making satisfactory progress in reading short novels and looking at key phrases used by authors.
100. In Year 2 many pupils write well for their age and are developing their ideas into lengthy stories, reports or accounts. They write simple sentences using generally accurate spellings and reasonable punctuation. However, a few less able pupils have difficulty in writing. Some cannot spell words correctly or form written letters properly.
101. A significant number of pupils in Years 3 and 4 make slow progress in writing. A few still cannot produce coherent pieces of writing. There is a large group of pupils in the current Year 3 class with poorly developed writing skills. Some have a go at spelling words for themselves but they are not able to produce lengthy or detailed writing by themselves. However, good progress was seen for many pupils in a Year 3 Literacy Hour where the class teacher demonstrated features of good quality writing during a shared writing session. She used the novels of Roald Dahl to illustrate how writers use specific techniques to interest the reader. Pupils used some of the vocabulary and techniques in their own writing later in the lesson.
102. By the end of Year 6 many pupils have made good progress and their writing is relatively mature. Most use a neat joined style and work is generally well presented. Their drafting, revising and editing skills are good but not all pupils have had a broad enough experience of word processing. Some pupils are able to structure their work with paragraphs and use appropriate punctuation consistently. Spelling and grammar standards are satisfactory. Many pupils in the Year 6 class already show secure attainment at the expected level (Level 4). The school has worked hard to help pupils to make greater use of expressive language. Many pupils now use a very imaginative or descriptive vocabulary and include phrases such as, 'one flick of her silver-moon hair' and 'blinding brightness' naturally in their work. Spelling is reasonably accurate but not all of the pupils use punctuation consistently well.
103. Evidence from pupils' work, teachers' planning and records show that the quality of teaching is generally satisfactory. However, during the inspection the quality of teaching was frequently good. Although the teaching of writing is good in literacy lessons the school has not fully realised the need for pupils to have daily practice in applying their writing skills across the curriculum, for example in subjects such as science, geography and religious education.
104. Most teachers plan conscientiously for the Literacy Hour and tasks are carefully and effectively matched to pupils' prior attainment. The tasks are always purposeful, interesting and challenging and contain activities specifically designed to extend the most able. Teachers use their questioning skills well to establish the pupils' understanding and some use their contributions to extend their learning. These strengths are particularly evident in shared text sessions and whole class discussions. Most teachers maintain some records of pupils' progress and levels of attainment and these are used to set each pupil specific targets. Teachers mark work

conscientiously and the use of comments inside bubbles and blocks indicate to pupils what they need to do next to improve their work.

105. Assessment procedures are improving and the information gathered is now used to help planning. The subject is co-ordinated well and there is a wealth of documentation showing monitoring and evaluating of teaching and pupils' work. The school has built up an impressive range of resources for teaching the Literacy Hour. Although the school library was well used during the inspection week it is not organised or stocked well enough to be a suitable resource to develop pupils' personal study skills.

MATHEMATICS

106. The national tests taken by the Year 6 pupils at the time of the last inspection in 2000 indicate that their attainment was well below average. Inspection evidence suggests that the systematic implementation of the national numeracy strategy, combined with rigorous monitoring of standards is bringing about significant improvement. The indications are that standards, although not yet at the national average, are much closer than in previous years. The national tests taken by Year 2 pupils over the last three years indicate that the pupils' attainment is at least average. Inspection evidence confirms these findings. Pupils with special educational needs receive a good level of support that enables them to make suitable progress towards their targets.
107. Although the pupils who enter Year 1 have a broad range of mathematical ability their attainment, overall, is generally in line with the national average. They make satisfactory progress in Year 1 and very good progress in Year 2 which results in most pupils achieving the expected level or above by the end of Year 2. At this stage of the year, the more able pupils have a reasonable recall of number facts to 20, have a good idea of place value to 1000, know the 2x and 10x multiplication tables, have a good understanding of three-dimensional shapes and their properties, understand how to measure in centimetres and have good knowledge of time including reading o'clock. The less able pupils can recognise and order numbers to 100, have reasonable recall of addition facts to 10, know two-dimensional shapes but only a few three-dimensional shapes and are not sure what centimetres are.
108. The progress the pupils make in Years 3 to 6 is variable. In the two lower classes, the planning and delivery of lessons is not as crisp as it should be and, as a consequence, the pupils do not make the progress that they are capable of. Progress speeds up in the three remaining classes and by Year 6 the pupils' attainment is getting closer to the national average. The twice-weekly Year 6 booster group for the more able pupils is having a marked affect on raising the attainment of these pupils to the higher level (Level 5).
109. The more able pupils in Year 6 use formulae well to find the perimeter of rectangles, calculate fractional and percentages of quantities, interpret coordinates in all quadrants and multiply and divide numbers and decimals by 1000. The less able pupils have reasonable recall of number facts to 20, add and subtract using three digit numbers, read block graphs but they are not sure about equivalent fractions. Most pupils have a general weakness in the rapid recall of multiplication tables to 10x and with computation, particularly using multiplication and division.
110. The quality of teaching ranges from very good to unsatisfactory but is satisfactory overall. The best teaching was seen in Year 2, Year 4/5 and Year 6 where the national numeracy strategy is used to good effect. This teaching is characterised by the good subject knowledge of the teachers, high expectations, a brisk pace to the lesson and a clear understanding of what the teachers want each group of pupils to have learned by the end. The good use of number fans

and whiteboards for each pupil enables the teacher to check that everyone is on task. In a very good Year 2 lesson the teacher made the learning fun through the use of a variety of resources including 'Zippy' for taking numbers away and shoes for counting in pairs. A lovely working atmosphere was created through the teacher's confident, lively approach and the pupils' enthusiasm and eagerness to succeed.

111. Where teaching is less effective, particularly in lower Key Stage 2, there is a lack of pace and challenge in the mental arithmetic start to the lessons. Pupils do not fully understand what is expected of them in the follow-up group activities and the teachers spend all of their time sorting out individual problems rather than using the more economic method of teaching a group at a time. The plenary at the end of the lesson is not used to assess the progress made or to sort out any problems that may have arisen in the lesson. On occasions the pupils start to lose interest when the lesson goes on for too long. This was the case in Year 1 where the pupils' concentration started to lapse after 55 minutes.
112. The subject co-ordinator is working hard to raise standards. Through the monitoring of teaching and the analysis of the pupils' work and progress in assessments she has gained a good awareness of the strengths and weaknesses through the school. She has prepared a useful action plan to address the most important issues. Regular assessments of the pupils' work take place and the information gained is used well by most teachers to provide appropriate work for the differing ability groups in each class. Targets set for the groups of pupils are proving successful in focusing the minds of pupils and teachers.
113. The school's policy is now out of date. There are a number of basic areas the school needs to improve, that could usefully feature in a revised school policy. Insufficient use is made of mathematics across the curriculum. Although the computers were used to support a Year 6 lesson on the properties of rectangles during the inspection, ICT is not a regular feature of the teachers' planning for mathematics. Bearing in mind the pupils' relatively poor ability regarding computation and instant recall multiplication tables the school is missing an ideal opportunity to improve standards by arranging a set pattern of regular homework.

SCIENCE

114. Evidence from the inspection indicates that the pupils' standards in science are broadly average by the end of Year 2 but are low by the end of Year 6. These are similar to findings to the last inspection and improvement since then has been broadly in line with the national trend. Pupils with special needs make satisfactory progress throughout the school.
115. The pupils make generally good progress in Years 1 and 2 and the overall standards achieved by the pupils by the end of Year 2 are in line with the national average. However, the more able pupils would benefit from more challenging work in some lessons. Year 1 pupils are able to discuss different light sources. They know a shiny surface reflects better than a dull one and the amount of light affects how well we see objects. Year 2 pupils can sort a range of foods and place them correctly on a food pyramid. They know which foods are carbohydrates and which contain proteins, vitamins, calcium and sugar. They carry out their own research and then tally and interpret the results. They study changes in materials when they are heated such as chocolate melting. However, there is no challenging work for the most able in considering whether some changes are reversible.
116. Lessons in Years 3 to 6 generally lack direction and challenge and as a result the pupils make unsatisfactory progress. In Year 3, pupils compare the strength of different magnets. They

make predictions, pose questions and decide how to find answers though their results are not based on any real scientific principles. In Year 4, the pupils understand about the need for a healthy diet and plenty of exercise but most pupils cannot explain why we breathe faster or our heart beats more rapidly after heavy activity. Year 6 pupils study light. They set up their own investigation to realise that nearer the light source to an object, the larger the shadow. They need prompting, however, to recall scientific language such as 'opaque' and 'translucent' and they do not draw accurate scientific diagrams to represent their results. Most pupils understand the need for a fair test and the term 'variables'. They predict and hypothesise.

117. Teaching ranges from satisfactory to very good in Years 1 and 2 and is good overall. Where teaching is very good pupils are kept busy with a wide range of stimulating activities. The lesson moves briskly from one exciting task to another with pupils doing individual research, gathering data and then tallying and interpreting the results. The investigation has a clear learning outcome that will increase the pupils' knowledge and understanding. There is much independent learning and pupils are too excited and actively involved to misbehave. In another lesson, however, pupils have too long to record their results and as a consequence become bored, restless and some misbehaviour does occur. There is not planned, challenging, differentiated work for the more able pupils.
118. In Years 3 to 6 the teaching is unsatisfactory overall. However, there are many opportunities for pupils to carry out investigations, to work collaboratively and there is a good level of independent learning. In spite of these positive aspects, there is no proper scientific focus or real purpose to many of the investigations. For example, in Year 3 pupils investigated which magnet is the strongest. The results varied depending on the way paper clips were attached to the magnets and no conclusions as to why were reached. Whilst pupils need to develop skills to enable them to carry out an accurate scientific enquiry, these are not linked to furthering the pupils' knowledge and understanding. For instance in Year 6, pupils try to draw diagrams showing rays of light without being taught first that light travels in a straight line and therefore the light rays need to be drawn accurately with a ruler. This results in immature, inaccurate recording. Many of the worksheets used are from a published scheme and are not adapted to meet the needs of different ability groups within the class, particularly the most able pupils. In some lessons there are too many teaching points made. The focus of the lesson is lost and pupils become muddled. For instance, in a Year 4 lesson about muscles, the focus changed repeatedly. It went from diet, to the body burning sugar, to the rate of heartbeat and breathing rapidly after exercise, to the need for oxygen and to the meaning of calcium and proteins. The pupils became confused and were unable to answer the questions that followed.
119. The comprehensive assessment system gives the teacher information about how well pupils understand each area of learning. Their attainment is not measured against curriculum levels, however, and no rigorous targets are set each year to enable staff to measure pupils' progress. This lack of standardised assessment of progress means teachers are not targeting particular groups of pupils and planning to meet their needs, particularly the above average pupils. No targets are set for the national tests in Year 6 and therefore teachers lack a focused challenge in raising standards.
120. The school lacks a clear purpose to all its activities to ensure improvement in the pupils' scientific knowledge and understanding. However, the subject co-ordinator has already identified some of the problems affecting progress in Years 3 to 6 and has written an action plan to help address these issues. A useful analysis of the Year 6 national test results identifying some areas of weakness has been carried out and provided staff with some pointers for improvement. There is little use of ICT to support the subject. Opportunities have been provided for promoting science,

such as, a 'Science Week' which included a whole-school visit to the National Space Centre in Leicester.

ART AND DESIGN

121. In Years 2 and 6 attainment in art and design is in line with expected standards. All the pupils have access to the curriculum and make satisfactory progress in knowledge and understanding, and in developing skills in art and design. At the time of the last inspection standards were found to be below expectations in Year 6. The curriculum has been strengthened and good progress made in improving standards.
122. There are significant strengths in the teaching and curriculum. In particular, the subject makes a good contribution to the spiritual, moral, social and cultural education of the pupils and helps to extend and enrich their personal development. The school holds an annual Art Exhibition for which some of the work is done at home and some in school. This event is valued and enjoyed by the pupils and parents. The pupils enjoy art activities, generally work with enthusiasm and concentration and try hard to achieve the results they want. They talk confidently about how they have achieved particular effects and in some cases explain how they could improve the finished product.
123. In Year 1 the pupils make observational drawings of shoes and rucksacks. They create seascapes using pastels and make and paint lighthouses as part of their topic based on 'The Lighthouse Keeper's Lunch'. Throughout Years 1 and 2 pupils produce lively pictures of firework displays using a range of painting and splattering techniques. In Year 2 the pupils have an opportunity to use fabric inks and devise their own tee-shirt logos. To design 'Joseph's Coat of Many Colours' the pupils make use of ICT skills to suggest patterns and colours. They then complete the project by making a coat decorated with different coloured shapes.
124. In Year 3 the pupils study the artistic forms used by William Morris. They know that he often used a lot of detail and depicted natural subjects and they use this knowledge when they design their own print blocks and use them to print repeating patterns on fabric. Year 4 pupils look to see how Picasso developed his portraits of human heads and then paint their own lively and colourful interpretations of the subject. In Years 5 and 6 the pupils' work is often linked to other areas of the curriculum being studied. For example, they design and make dramatic masks and mosaics of mythical creatures as part of their topic on the Aztecs. They find out how Clarice Cliff designed and painted her pottery and they use similar ideas to decorate paper plates.
125. The overall quality of teaching is satisfactory. The pupils have opportunities to experience and use a good range of media and materials. They make satisfactory progress in investigating the use of shading and hatching techniques to make effective drawings of a range of objects. Some use is made of sketchbooks to practise drawing and to try new techniques. Three-dimensional work is represented by paper and cardboard sculptures and clay is used throughout the school to make dishes, baskets, and models of animals. The pupils have good opportunities to mix colours and paint using a variety of techniques. One excellent lesson was observed in Year 2 when the pupils learned how to use a frame to outline the view they were sketching. The teacher helped by parents, set up an attractive and inviting display of fruit and vegetables. She had high expectations of the pupils to concentrate well and try hard to produce their best work. She gave good teaching points and used the relevant language to extend the pupils' skills. Consequently they produced work of a high standard. In a Year 3 lesson the pupils produced good quality printing and were proud of their efforts. Throughout the school the adults value pupils' efforts and this helps them to develop confidence and self-esteem when working on artistic projects.

126. The management of the subject is good. The subject co-ordinator is enthusiastic and knowledgeable about art and she works hard to ensure that the curriculum is interesting. Her useful checklist helps teachers develop the pupils' artistic skills, for example, in drawing and painting. A clear action plan helps develop the subject further; the subject will be fully reviewed next year. Once a year the co-ordinator organizes an Art Club. It runs for several weeks and is always popular and oversubscribed. A particular project is undertaken, such as the production of collaborative paintings in the style of the Impressionists or oil painting techniques. The work produced is of high quality and is well displayed in order to help teachers and pupils see what can be achieved. The school makes good use of the talents of visitors and students to teach different techniques and crafts such as work with clay and painting the scenery for school productions.

DESIGN AND TECHNOLOGY

127. Overall, the standards in design and technology are in line with national expectations by the end of Year 2 and Year 6. The pupils make generally satisfactory progress in gaining design and technology skills, knowledge and understanding. This is a similar picture to that found at the time of the last inspection. All pupils, including those with special educational needs, have access to the design and technology curriculum provided.
128. The school recognises that there is room for improvement in the organisation and delivery of the curriculum. Three teachers have recently taken on the co-ordination of the subject after a long period of time when the subject had no designated co-ordinator. They have produced an action plan to promote the development of several aspects of the curriculum. This includes ensuring that the teachers all have the required knowledge and confidence to promote pupils' learning, and raising the profile of the subject throughout the school. They also intend to work towards the establishment of a bank of resources to help support the teaching in the subject. At present resources are largely provided by teachers themselves when they teach the different topics.
129. The teachers take good opportunities to link the work in design and technology to topics being studied in other areas. For example, Year 1 pupils are working on areas based on the story of 'The Lighthouse Keeper's Lunch'. They are learning how pulleys work and have the opportunity to make their own sliding mechanism to deliver the basket of lunch from the mainland to the lighthouse. A turning wheel shows weather at different points in the story. The Year 2 pupils build three-dimensional models of shapes they are learning about in mathematics.
130. In Year 3 the pupils design and make containers for pizzas they have also designed, made and eaten! The Year 5 pupils are involved in looking at different sorts of biscuits and the needs of packaging to keep them fresh and whole as well as enticing buyers. They are designing biscuits for a particular purpose (a Christmas present) and deciding which recipe they will use and how they can decorate the finished product. In Year 6 the pupils are discovering what makes a strong structure using cylinders of paper. As part of this work they learn to use triangles to strengthen the corners. They test their structures to see what weight they will bear. Throughout the school the pupils have opportunities to measure, mark, cut and fix various materials. They design, make and evaluate models and can say what they like about their design and what they would change.
131. Teaching is satisfactory overall. The lessons have clear learning objectives that the teachers share with the pupils. In the best lesson seen the Year 6 teacher had secure knowledge and understanding of what she was teaching and had prepared suitable resources for her demonstration. She had good techniques for the management of the pupils and used questions well to extend the pupils' development and understanding of vocabulary such as rigid and flexible.

The school is using the national guidelines on what should be taught and when, to the different year groups. The teachers' planning shows that the work planned covers a range of projects through which pupils develop important skills. Occasionally good use is made of homework to promote interest in the subject, as for example when the Year 6 pupils were asked to find out about different sorts of shelters. They were able to tell the class about the purpose and design of stables, air raid and bus shelters. However, there is scope for greater use of ICT skills.

GEOGRAPHY

132. During the inspection it was only possible to observe two geography lessons. Evidence is also based on the scrutiny of pupils' books, displays and documentation, and discussion with staff and pupils. On this evidence provision is inadequate and standards are low. There is insufficient coverage and pupils have little enthusiasm for the subject and together this results in them making unsatisfactory progress. This situation represents deterioration in standards since the last inspection.
133. The pupils get further and further behind national standards as they move through the school. In Year 1 pupils study their immediate locality. Many recognise the streets around their school and accurately locate both human and man-made features. They plot their route to school on a map and make a satisfactory attempt at drawing it. They are aware of local amenities and know what parts of their local area they like. This data is recorded as a graph. In Year 3 most pupils understand that different parts of the world have their own climatic conditions. They recognise a large number of weather symbols but have little concept of why weather varies. Pupils in Year 4 find it difficult to reflect on how they spend their time and struggle to categorise this information. A significant number of pupils in Years 5 and 6 have difficulty locating London on a map of the British Isles or Africa on a map of the World.
134. In the two geography lessons observed, in the Year 3 class and the Year 4 class, the teaching was unsatisfactory. The work lacked clear learning objectives and in one lesson the teacher became confused about what the pupils actually needed to do; indicating that the lesson had not been fully thought through. Insufficient resources were provided to allow all pupils to be actively involved. The scrutiny of the pupils' work indicated that the development of the pupils' skills and understanding is more secure in some of the other classes.
135. Much of the work scrutinised was from photocopied worksheets. Some was very poorly presented, with messy handwriting and work stuck untidily into books. The range of work covered is insufficient, especially regarding the study of different countries and the acquisition of map reading skills. There is insufficient time allocated to the subject and this is randomly managed. Pupils show little enthusiasm for the subject and find it hard to talk about any past projects, though they are animated when describing the 'disgusting water' seen during a trip to a sewage plant at Severn Trent Water. Although the school makes a few visits to places of geographical interest such as Brocklehurst Farm Centre and the estate village at Pearlthorpe, these experiences are developed insufficiently to improve standards.
136. Too little attention has been given to the development of the subject since the last inspection. There are few opportunities for pupils to experience geographical enquiry or to further their knowledge and understanding. This situation is made worse by poor resources. The Qualifications and Curriculum Authority's Scheme of Work underpins the curriculum content but is not yet fully adapted to meet the specific needs of the school or organised to cover whole school progression. The new co-ordinator is enthusiastic and well qualified. She has written an appropriate action plan and is to conduct a thorough resources audit, update the policy and

establish exactly what teachers are teaching and when. There are also plans to link with an inner city school to foster awareness of different environments.

HISTORY

137. Pupils make satisfactory progress in history and enjoy learning about the past. The standards they attain by the end of Year 2 and Year 6 are in line with those expected nationally. However, there is a lack of progression in the acquisition and use of skills between some year groups. Resources are barely adequate. This is similar to findings at the last inspection. The school is now using the Qualifications and Curriculum Authority's scheme of work to help guide teachers planning, which is an improvement on the previous report.
138. In Year 1 pupils develop a concept of old and new. They compare old and new books and toys and know old toys are often wind up while new toys have batteries. In Year 2 the pupils enjoy learning about Florence Nightingale and know that the Crimea is near the Black Sea and it took a fortnight to reach there by boat. They use pictures to discuss the main changes made to conditions in hospitals by Florence Nightingale. They recognise differences and similarities between the past and present when comparing Victorian and modern hospitals. They have some awareness of chronology and accurately place Florence Nightingale's birth and death on a time line. In Year 4 pupils study the Invaders. There are links with English when pupils pretend they are a Roman soldier and write a letter home to their parents about their impressions of England. Years 5 and 6 pupils studying the Aztecs know about the Spanish invasion of the Aztec Empire and Cortes destroying Montezuma and the city of Tenachtitlan. They understand the reasons for the attack and the poor level of religious tolerance. Pupils are able to identify some simple 'glyphs' (*Aztec writing symbols*).
139. The quality of teaching varies from satisfactory to good and is satisfactory overall. All teachers have good knowledge of the subject areas. Work is well matched to meet pupils' interests. In Year 2 pupils are horrified by the smells and the number of rats in a Crimean war hospital and one pupil described the food as looking like 'sponges floating in orange blood'. Pupils in Year 5 and 6 love being in the 'Hot Seat'. They pretend to be Cortes or Montezuma and face a battery of challenging questions from their classmates about how they feel and why they take certain actions. Attempts to speak with the accent of the two men cause much hilarity.
140. A lack of artefacts limits pupils' first hand experience of important sources of information and ideas. In Year 1, pupils try to share the very few old and new toys and books available, resulting in many children watching passively. On occasions lessons lack variety and pace and some modules have insufficient depth due to time restraints. There are some links between history and other subjects such as English but these are not well developed. There are few displays of quality around the school or artefacts to stimulate interest. There is very little use of ICT to support the teaching of history.
141. The subject co-ordinator has purchased some new resources but these are mainly books, pictures, videos and worksheets. There is very little source material or artefacts to stimulate interest and widen experiences. There is no long-term overview of modules taught though this is partly due to the constantly changing mixed year group classes. Pupils have opportunities to visit places of interest such as Woollaton Hall complete with Tudor dancing, Newstead Abbey for a Victorian Christmas and the 'Museum of Childhood' at Sudbury Hall. The subject makes a useful contribution to the spiritual and cultural development of the pupils.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

142. The pupils make sound progress throughout the school and by the end of Year 2 and Year 6 the pupils' attainment is average. Attainment is higher in Year 6 than at the time of the last inspection largely due to the higher profile of the subject across the school, the improvement in staff confidence in teaching and the way the subject is now organised and taught. The school is working hard to improve standards and has kept pace with national developments.
143. Pupils in Year 1 and 2 understand that computers help them to express their ideas in different ways. They type in short pieces of information, including their own stories and accounts and understand how to use the cursor to change and delete words. They know how to select different programs and run them from the program menu. All pupils observed using computers during ICT lessons were confident in using the mouse, directional arrows and cursor to place text and have made good progress in developing keyboard skills.
144. By Year 6 the pupils use computers confidently in a variety of ways. More able pupils from the year group combined text and pictures to create a short Powerpoint presentation on the Aztecs. They saved and stored data and retrieved their own work easily. They use laptop computers confidently to further explore mathematical investigations. Year 3 to 6 pupils are introduced to the Internet and how to use e-mail. A contact with a Polish school has enabled pupils to send and receive messages.
145. The quality of teaching in ICT is satisfactory overall with examples of good and very good teaching in some whole-class situations. Teachers show confidence in teaching the subject and have a good knowledge of the programs used. Very successful teaching often occurs in the computer suite when teachers spend lengthy periods with the pupils ensuring they understand new programs and demonstrating how to use them. In a very good Year 2 lesson the teacher gave a clear explanation of the task, made good use of pupil demonstration and used appropriate technical vocabulary. Pupils then used newly acquired skills to produce a range of charts and graphs using class data to demonstrate to a fictional shopkeeper which products she should stock.
146. The co-ordinator is enthusiastic and knowledgeable, has attended a good range of courses and provides very useful guidance for colleagues. She has an overview of class planning and examines samples of work to monitor coverage and standards in the subject.
147. Resources in the computer suite are good but classrooms are generally devoid of any suitable computers. Accordingly pupils do not have ongoing opportunities to practise and reinforce those skills they have learned in the suite. This is delaying their progress. During the inspection there was very little evidence of ICT being used to support other subjects. The recent purchase of a class set of top-quality laptop computers is likely to help remedy some of these shortcomings.

MUSIC

148. At the time of the last inspection attainment in music was in line with national expectations in Years 2 and 6. Standards have been maintained at the same level.
149. Pupils in Years 1 and 2 listen carefully and explore sounds using simple body percussion, clicking fingers, clapping and stamping to produce an accompaniment to a weather poem. They sing nursery rhymes and Christmas songs, gaining an understanding of high and low pitch and dynamics through the use of the terms loud and quiet; and fast and slow tempo. Pupils in Year 1 joined in a sound and echo game. They were enthusiastic participants.

150. Pupils in Years 3 to 6 develop their listening skills and discuss images suggested by different types of music. They reproduce musical phrases in a tuneful and accurate way. Year 5 pupils have a good ear for musical patterns and use this skill to contribute to class and group compositions and to provide ideas during a 'sound box' musical collection game.
151. Pupils throughout the school sing a range of songs to support daily assemblies. They listen to different types of music including those from different cultures. Listening and appraising skills are well developed. The music is discussed and evaluated with pupils very much enjoying the opportunity to take part in follow-up musical challenges.
152. Only three music lessons were observed but from teachers' planning it is clear that pupils rehearse and present a range of songs. They accompany their singing using a selection of percussion and tuned instruments. By Year 6, pupils can sing with reasonable pitch. They generally sing expressively such as in assembly, when they were motivated by the opportunity to sing a number of favourite songs.
153. Pupils are quick to learn the words and tune of new songs. The equal enthusiasm of boys and girls and of pupils with special educational needs is evident in all classes, particularly when playing instruments and when working together to compose musical phrases. They listen when other pupils are performing and respond sensibly when given the opportunity to evaluate and modify their performance and to learn from each other.
154. Professional performers visit the school and there are opportunities to take part in music workshops. Pupils play and sing in school concerts and often perform in community activities.
155. The quality of teaching is satisfactory overall and in all year groups pupils have had experiences in performing and composing. The co-ordinator provides a good model of teaching and this is lifting the standards of pupils in her Year 4/5 class. In a good lesson seen her comments and questions allowed pupils to evaluate the use of their voices as musical instruments and to improve their performance considerably. Their ideas and improvisations were creative and impressive to listen to.
156. The school uses a commercial publication as the basis of a balanced and systematic programme that reflects the National Curriculum programmes of study for music. Staff use this well to develop lessons appropriately for their own classes. Lessons are well planned and organised and appropriate resources are readily available for use. The music policy is brief but adequate. The school is well resourced with a very good range of percussion and tuned instruments. Pupils have the opportunity to learn to play brass instruments, to join recorder groups and to sing in the school choir.

PHYSICAL EDUCATION (PE)

157. The curriculum includes dance, gymnastics and games for all classes. In addition, in Years 1 and 2 the pupils also have swimming and in Years 3 to 6 they have athletics. At the time of the last inspection the pupils were judged not to reach the expected levels. Although it was not possible to observe lessons with either of the classes with the oldest pupils, standards appear to have improved and are now generally satisfactory. However, there are still weaknesses in the teaching of the subject.

158. At the time of the last inspection the progress of the pupils was rated as unsatisfactory mainly because of the very limited amount of time allocated to PE. Time for the subject has been increased overall, but there is still an uneven distribution that is certainly not ideal. The time available would allow each class to have two lessons of reasonable length each week but this only actually happens in Year 2 and Year 4. All other classes have one long lesson, and in the case of Year 1, one exceptionally long lesson (75 minutes) per week.
159. Standards achieved by the pupils were at least satisfactory in all of the lessons observed except one. In this unsatisfactory games lesson, the time available was far too long for Year 1 pupils. The lesson content was appropriate for a much shorter lesson. The pupils were learning how to throw a ball but as there was only one ball per nine pupils they spent most of the time watching rather than being involved in learning skills or physical activity of any sort.
160. Teaching is satisfactory overall with good teaching observed in dance lessons in Year 2 and Year 4/5. The emphasis on improving skills enabled the pupils to improve their performance in building up a sequence of movements. Most of the pupils moved in time with the music and enjoyed trying to match the high expectations of the teachers. Good use was made of demonstration to praise performance and show good practice. The pupils were encouraged to evaluate their own performance and that of others. This was useful in establishing how much progress had been made during the lessons. In the only other lesson observed, gymnastics in Year 4, the pupils put together a satisfactory sequence of movements involving changes in body shape, twists and travelling. However, the sequences were generally short and lacking in real initiative.
161. Pupils in Year 1 and Year 2 have swimming lessons in the school's own learner pool. During a ten-week session they build up their confidence in the water and learn the basic swimming strokes. By the end of Year 2 the vast majority of the pupils have learned to swim a few strokes and many of them can swim up to 25 metres. No swimming takes place in Years 3 to 6 because of the constraints of time and finance. It is a pity that the pupils do not have the opportunity of building on the skills learned by Year 2.
162. Individual teachers plan a reasonable range of activities for their classes. However, there is no school overview to ensure balanced coverage of each aspect of PE. Also, there are no guidelines to assist the teachers in the planning of their lessons or to ensure that the pupils are provided with a suitable progression in the development of their skills as they move through the school. Although the apparatus that the school already has needs improving there is little evidence to suggest that what is available is used very often. In order for the pupils to extend the gymnastic skills learned in floor work it is important that the apparatus is used on a regular basis.
163. The pupils have the opportunity to practice their football, netball and cricket through extra-curricular clubs and inter-school matches. Coaches who visit from Nottingham Forest, Mansfield Town and Nottinghamshire County Cricket Club provide further opportunities for the pupils to develop their skills.

RELIGIOUS EDUCATION (RE)

164. The pupils' progress through the school is generally satisfactory and their attainment is broadly in line with the locally agreed expectations by Year 2 and Year 6. Standards are at a similar level to the last inspection in 2000. An issue raised at the previous inspection related to some pupils missing RE to carry out other activities. This matter has now been rectified and all pupils receive their full entitlement to religious education lessons.

165. The school bases its curriculum on the locally Agreed Syllabus. In the three lessons observed during the inspection each class was learning about a different religion. This is a good illustration of how the school carries out one of the requirements of the syllabus, 'The pupils should acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain'. As well as covering and comparing various aspects of the different religions such as customs, buildings and celebrations the pupils are also encouraged to consider moral and social issues. This was illustrated well in a Year 6 lesson when the pupils discussed the differences between needs and wants in relation to Islam. Through role-play they developed a greater understanding of the issues facing Muslims.
166. Overall, the pupils gain secure knowledge and understanding of the topics covered. In Year 1, most pupils recounted various aspects of the story they had been told about the Wise Men visiting Herod on their way to Bethlehem. In Year 3, the pupils were learning about Hinduism and gaining some understanding of the meaning of Divali. During the introduction to the Year 6 lesson on Islam, the teacher's astute questioning enabled her to establish that the pupils had learned a great deal from previous lessons. They demonstrated not only a good knowledge of Islamic customs and beliefs but also a good understanding of what being a Muslim would be like.
167. The quality of teaching is satisfactory overall, although the teaching in Year 6 was very good. In the Year 6 lesson the teacher demonstrated very good subject knowledge and talked the pupils through some testing issues in a very sensitive manner. Through the use of probing questions and clear explanations she built expertly on the pupils' existing knowledge. As a result the pupils were engaged in high level discussion for an extended period and learned a great deal. Sound and visual resources were used very well to retain the pupils' interest in the Year 3 lesson on Divali.
168. Although RE is well resourced, with comprehensive topic boxes for each of the religions covered, little attention has been given to the development of the subject. The co-ordinator does not have a secure understanding of the standards or coverage of the subject through the school. There are no guidelines to assist teachers with their planning or an overview of what is being taught in each year group to enable the co-ordinator to be assured that all of the necessary aspects are being covered appropriately.