

INSPECTION REPORT

BONINGTON JUNIOR COMMUNITY SCHOOL

Bulwell, Nottingham

LEA area: Nottingham City

Unique reference number: 122476

Headteacher: Mr R. Dunbar

Reporting inspector: Mr P. Edwards
21069

Dates of inspection: 30th September – 3rd October 2002

Inspection number: 248349

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Steadfold Close Crabtree Road Bulwell Nottingham
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr F. Riddell
Date of previous inspection:	2 nd March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21069	Mr P. Edwards	Registered inspector	Mathematics Information and communication technology Music Special educational needs English as an additional language Equal opportunities	The school's results and achievements How well are pupils taught How well is the school led and managed What could the school do to improve further
9446	Mrs H. Griffiths	Lay inspector		Pupils' attitudes and values How well does the school care for its pupils or students How well does the school work in partnership with parents
30398	Mr C. Scola	Team inspector	English Geography Physical education Religious education	How good are the curricular and other opportunities offered to pupils
18331	Mr J. Sutcliffe	Team inspector	Science Art and design Design and technology History	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bonington Junior is similar in size to the average primary school with 230 pupils on roll, 126 boys and 104 girls. It is situated in Bulwell and is adjacent to its feeder infant school. In common with other local schools the number of pupils entering Year 3 has reduced slightly, although other year groups are over-subscribed. National Curriculum test data shows the attainment of most children on entry to the school is well below average. Most pupils are from white ethnic backgrounds, a small number from Black and Indian backgrounds. No pupils are at an early stage of learning English. The percentage of pupils eligible for free school meals (57.3 per cent) is well above the national average. The percentage of pupils on the school's register of special educational needs (38 per cent) is above the national average although the percentage of pupils with a Statement of Special Educational Needs is below average. The school is part of the Bulwell Education Action Zone.

HOW GOOD THE SCHOOL IS

This is a rapidly improving school that is now very effective. In the National Curriculum tests at age eleven, the pupils achieve standards that are below average in English, mathematics and science. When compared with similar schools, the pupils' attainment is below average in English and mathematics and average in science. Provisional results for 2002 show standards have improved further in all three subjects. All of the pupils, including those with special educational needs, make very good progress throughout the school. This is due to the high quality of the teaching. The pupils have positive attitudes towards school and behave well. The headteacher provides strong, effective leadership and is well supported by senior staff. The staff work well together and there is a commitment to raising standards further. The school provides very good value for money.

What the school does well

- The pupils achieve well and standards are improving year on year. There is a determination amongst the staff to raise standards further.
- The teaching is very good overall.
- Strategies for improving and managing the pupils' behaviour are very effective. The school is a caring community and looks after the pupils well.
- The pupils are provided with a rich and varied curriculum that meets their needs effectively.
- The provision for the pupils' moral, social and cultural development is very good.
- Pupils with special educational needs achieve very well due to effective management and the excellent support provided for these pupils by the teaching assistants.
- The leadership and management of the school are very strong, co-ordinators fulfil their roles well and there is a very strong team spirit.
- The governors support the school well.

What could be improved

- Standards in reading.
- Standards in mathematics.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998 and a number of significant weaknesses were identified. Since that time, standards in English, mathematics and science have improved and more pupils are

achieving at the appropriate level. Most pupils achieve well in relation to their prior attainment. There have been significant improvements in the leadership and management of the school; this has improved the morale of the staff and enabled the co-ordinators to become much more effective. The capacity for further improvement is very good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	E	E	E	D
mathematics	E*	E	E	C
science	E*	E	E	C

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

The 2001 National Curriculum test results show that by the end of Year 6, the pupils' attainment is well below the national average in English, mathematics and science. When compared with similar schools, attainment is below average in English and average in mathematics and science. Inspection evidence shows the pupils' attainment in reading and writing is below average although they achieve very well. The pupils' attainment is also below average in mathematics but the pupils are making very good progress from a low starting point. The pupils' attainment in science is broadly average. The pupils with special educational needs achieve very well. The provisional test results for 2002 show improvements in all three subjects and in mathematics, considerably more pupils are working at the higher Level 5. The test results over the last four years show a sustained improvement. The school's targets for 2003 are sufficiently challenging and the school is making satisfactory progress towards achieving them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils enjoy coming to school and appreciate the wide variety of activities on offer.
Behaviour, in and out of classrooms	Good. Most pupils behave well in lessons and lunchtime activities and better playground facilities have helped to improve their behaviour.
Personal development and relationships	Very good. The pupils co-operate well with each other and the staff use humour effectively to help to promote the strong relationships.
Attendance	Satisfactory. Most pupils attend school regularly and are punctual.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Very good.

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

The quality of teaching is very good overall. During the inspection all of the teaching was at least satisfactory and there was much good and better teaching which is an improvement since the previous inspection. The skills of numeracy and literacy are taught very well throughout the school, but more could be done to encourage the pupils to read more regularly and more widely and reduce the length of some numeracy lessons. Pupils with special educational needs are identified early and provided with work that is well matched to their level of ability. The teaching assistants make a significant contribution to the achievements of these pupils and enable them to make good progress towards their targets. The teachers manage the pupils very effectively and develop very good relationships with the pupils, encouraging them to work hard.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. All areas of the curriculum are given good coverage and a wide range of out of school activities significantly enhances the quality of learning experiences enjoyed by the pupils.
Provision for pupils with special educational needs	Very good liaison with the infant school enables the needs of pupils to be identified early and for appropriate programmes to be implemented. The teaching assistants make a significant contribution to the progress made by these pupils.
Provision for pupils’ personal, including spiritual, moral, social and cultural development	Very good overall. The provision for the pupils’ moral and social development is very good and there is good provision for their spiritual and cultural development.
How well the school cares for its pupils	There are very good procedures in place for child protection and for looking after the pupils’ welfare. The procedures for monitoring and improving behaviour are very good. The assessment of the pupils’ work is good overall, and it is very good in English and mathematics.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very effective leadership and manages the school well. The deputy headteacher and senior staff provide excellent support and co-ordinators are most efficient and effective.
How well the governors fulfil their responsibilities	The governors fulfil their statutory duties very well. They have a clear understanding of the strengths and weaknesses of the school and are keen to ensure standards continue to rise.
The school's evaluation of its performance	The school makes very good use of statistical data provided by the LEA to determine how effective it is and how it compares with other schools. It has a clear understanding of the progress made by pupils from the time they enter to when they leave the school.
The strategic use of resources	Excellent. Finances are directed carefully to enable the pupils to make the progress of which they are capable and to provide them with an attractive learning environment.

The governors and headteacher strive hard to ensure the school is provided with good quality services. There is an appropriate number of teachers and teaching assistants with very good expertise. The ancillary staff play a significant role in supporting the school's very positive ethos. The library is too small and there are insufficient books to support the pupils' reading.

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 improvement in the school. • The standards of work. • The quality of teaching. • Support provided for all pupils. • The range of learning opportunities. • The quality of leadership. • The friendliness and supportiveness of the staff. 	<ul style="list-style-type: none"> • The amount of homework.

The inspection team agree with the parents' positive views of the school. Many parents indicated that the school was very different to the school of four years ago and had improved significantly. The amount of homework, although varying slightly between classes, is appropriate for the age of the pupils. Parents need to support their children's reading at home.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The pupils' attainment on entry to the school is well below average. The National Curriculum test results from the previous school show that very few pupils achieved at the higher level on entry to the Junior School, and that a significant number had special educational needs. The 2001 National Curriculum test results show the pupils' attainment at age eleven in English, mathematics and science is below the national average. When compared with similar schools, attainment is below average in English and average in mathematics and science. The standards are improving year on year and provisional results for 2002 show further improvement. Significantly more pupils are achieving the higher level (Level 5) in the tests each year. The school achieved its English target in 2002 but did not achieve the mathematics target which, based on the pupils' prior performance, was unrealistic.
2. Inspection evidence shows that attainment in English and mathematics is below average and broadly average in science. Standards are improving and most of the pupils achieve very well and make very good progress as they move through the school. This is particularly so for the more able pupils who are being given challenging work to ensure they make the progress of which they are capable. Those pupils with special educational needs are also making very good progress, partly due to the very good teaching but also due to the very good support they receive from the knowledgeable, well-trained and committed teaching assistants.
3. By the end of Year 6, the pupils' listening skills are good and this helps them to make better progress in other subjects. Their speaking skills are below average and the pupils find it very difficult to use Standard English in formal situations. The school works hard to improve the pupils' reading skills and most make good progress. The majority of pupils develop the basic skills of reading by the time they leave the school at age of eleven but few read regularly at home and they do not develop a love of books and reading. Only the most able understand how authors use plot, language and characterisation to engage the reader. The range of reading books in school is too limiting and the library inadequate for the pupils' needs. These factors do not help to develop the pupils' enjoyment of reading. The pupils make very good progress in their writing as they move through the school. The setting of pupils in Years 5 and 6 according to their prior attainment enables the teachers to match work very closely to the pupils' needs and most achieve very well. Average and less able pupils struggle with spelling and grammar, but by the end of Year 6, the more able pupils are becoming more confident writers, using similes and metaphors in their work.
4. Most pupils have a secure understanding of number facts and they make good progress as they move through the school. The more able pupils have a good understanding of all aspects of the subject and achieve very well. A considerable number of pupils lack the confidence and skills to solve number problems and need much help and guidance to help them achieve as well as they do. The progress of the less able pupils is affected by their poor reading and writing skills.
5. The pupils' progress in science is very good and they achieve well, attaining broadly average standards by the age of eleven. Occasionally, the pupils need more challenging work, particularly the more able, to ensure they achieve even higher standards.

6. Standards in information and communication technology have improved significantly since the previous inspection and standards are broadly average by the time the pupils leave the school. Most pupils make very good progress in their acquisition of word processing skills and use computers very effectively for data handling, desk top publishing and for research. Although standards in control technology are below average, evidence shows that there are good plans in place that will raise standards. Standards are in line with the expectations of the locally agreed syllabus for religious education and the pupils achieve well.
7. In all other subjects, the pupils make good progress and achieve well. Although standards are below average in music, they sing tunefully and with enthusiasm and are making good progress. They need more opportunities to develop and practise their composition skills. In design and technology, the pupils need more opportunities to develop their skills in designing mechanisms that make things move in different ways and they need more opportunities to study food technology. The pupils with special educational needs make very good progress in most subjects. This is due to the early identification of their needs and the high quality and well targeted support provided for them. The leadership shown by subject co-ordinators and the determination to raise standards is commendable and is a significant factor in the rate of progress made by the pupils.

Pupils' attitudes, values and personal development

8. The pupils' attitudes to learning, personal development and relationships and behaviour, which were all satisfactory at the time of the last inspection, are now good. Parents at the meeting and in response to the questionnaire felt very strongly that behaviour was good and that their children liked coming to school.
9. Attitudes to learning are good overall. The pupils are keen to come to school and most of them are punctual. They concentrate well and are well-motivated. They are enthusiastic when teachers pass on their own enthusiasm. For example, in a year 6 history lesson, the pupils were excited to learn about Ancient Egyptian beliefs about the afterlife. They were very keen to put forward their own ideas. The pupils are interested in their work. They work well together in groups and share resources sensibly. Participation in extra-curricular activities and trips is very good.
10. The pupils' behaviour is consistently good, because teachers have high expectations and manage their pupils very well. The pupils behave well at play times and at lunch times and move around the school in an orderly fashion. They are open, friendly and polite to visitors. Boys and girls work and play well together. They know the school rules well and appreciate the rewards system. If bullying occurs, parents and children are confident that it will be dealt with fairly and effectively. No bullying was seen during the inspection. Relationships within the school are very good. The pupils enjoy taking responsibility.
11. Attendance and unauthorised absence figures, which were below national averages at the time of the last inspection, have been improving steadily, thanks to the school's efforts, and are now in line. A small number of the pupils have problems with attendance and punctuality. Registers are completed accurately. There were three fixed-term and one permanent exclusions last year. Correct procedures were followed. The number of exclusions has fallen considerably over the last three years.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

12. During the inspection, five of the 44 lessons seen were excellent, seven were very good, twenty-three were good and nine were satisfactory. There was no unsatisfactory teaching. This represents a significant improvement since the last inspection when over 10 per cent of the teaching was unsatisfactory or poor and there were fewer very good and excellent lessons. This improvement in teaching corresponds to the considerable rise in standards in almost all subjects.
13. The quality of teaching is very good overall. The teachers' plan their lessons very well and they have a very good understanding of the subjects to be taught. The literacy and numeracy strategies have been implemented particularly well and the quality of teaching in these areas has had a major impact on raising standards. The school has both leading literacy and numeracy teachers who give demonstration lessons and support their colleagues, helping to raise the quality of teaching and learning even further. A strength of the teaching in literacy and numeracy is the challenging work given to all groups of pupils. In Years 5 and 6 the pupils are set in classes according to their prior attainment and this enables the teachers to target work very accurately. In all classes and year groups the pupils are given work that is well matched to their ability. The less able pupils are provided with excellent support by the teaching assistants. They are well-trained and have a very good knowledge of the pupils with whom they work and this enables them to make rapid improvements in their learning. The more able pupils achieve very well as a result of the challenging activities and the expectations by the teachers that they will do well. Occasionally, however, numeracy lessons are too long for the younger pupils and their attention wanes. The lessons could be shorter and the time used effectively for other curriculum areas. The teaching of science is generally good, but occasionally there is a lack of challenge for the most able pupils.
14. Good teaching is present in all year groups but very good and excellent teaching was observed in each of the Year 6 classes. In these classes, the teachers' enthusiasm, skilful use of humour and the demands made upon the pupils ensures that the pupils' make rapid gains in their learning. In an excellent Year 6 history lesson on the Egyptians, the enthusiastic teacher, dressed up as an embalmer, used drama and role-play very effectively to improve the pupils' knowledge and understanding of how bodies were prepared for the 'afterlife'. The pupils were transfixed and not only significantly improved their historical knowledge, but also improved their ability to write instructions.
15. Information and communication technology is well taught throughout the school. All of the teachers make regular and effective use of the computer suite to teach most subjects. The teachers are provided with very good support to improve their subject knowledge and the presence of a computer technician in lessons helps to ensure the pupils make good gains in their learning and are not hindered through the presence of technical problems. The teaching of religious education is good and there are examples of excellent teaching. For example, in a Year 4 class, the teacher made very effective use of parental expertise to enhance the pupils' knowledge of Hinduism and to enable them to make comparisons with other religions.
16. Teaching in art and design, design and technology, history, geography, physical education and music is good overall and the pupils make good progress. The school has responded effectively to issues raised in the previous report and employs specialist staff to teach music. The pupils need more opportunities to practise music skills, for example in assemblies.
17. The teachers' marking of the pupils' work is very good. Targets for improvement are set and the recent introduction of individual pupil target sheets in mathematics is enabling the pupils to have a better understanding of how well they are doing and how they can improve their work.

18. Throughout the school there is a significant number of pupils who display challenging behaviour. However, the skills of the teachers are such that these pupils rarely have any negative impact on lessons. The teachers manage these pupils in a quiet and firm manner, ensuring that they all remain interested in the work and make appropriate progress. The teachers provide the pupils with an attractive learning environment; displays in classrooms, corridors and the hall all provide encouragement to the pupils to do their best.

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

19. Improvements to the curriculum since the previous inspection have been very good. The way in which work is planned to challenge each pupil at the appropriate level ensures that the needs of the more able pupils are now fully met in mathematics. Health Education is now a very strong feature of the curriculum. As part of a very comprehensive personal and social education curriculum all of the pupils now have a very good understanding of 'Healthy Eating.' All subjects, including geography and history now have schemes of work in place which clearly show what the pupils are expected to learn in each year group. This enables the teachers to plan effectively and deliver a rich, well-balanced curriculum. However, although some changes have been made to the time allocated to subjects such as physical education, there is still room for improvement. The session after morning break, often used for numeracy, is too long and more effective use could be made of this time.
20. An excellent range of extra-curricular events and activities enrich the curriculum. These include a very wide range of local and extended visits, such as a three day residential visit to London, a residential visit to Anglesey to carry out geography field work as well as several other residential trips. Local visits are made to museums and theatres, parks and places of worship, such as Shipton Science Park and the Galleries of Justice in Nottingham to develop the skills of citizenship. The school also receives visitors such as a Caribbean Dance Company, Theatre Groups, authors and poets. The area around the school has been improved and the school was the first Eco-school in Nottingham and won this award because of its comprehensive approach to environmental education. This includes the way in which all waste is treated and re-cycled and the use of volunteers who ensure that there is no litter to be found on the school premises. All of these initiatives are organised and carried out by the pupils themselves with little input from adults.
21. The school has successfully introduced and implemented the National Literacy Strategy and the National Numeracy Strategy. There are very good opportunities for the pupils to develop their literacy and numeracy skills in other subjects. The way in which literacy, numeracy and information and communication technology are used to support learning in other subjects addresses the criticisms of the previous inspection. The curriculum is now very well balanced.
22. The provision the school makes for the assessment and support of pupils with special needs is very good and the school fully complies with recommendations of the new Code of Practice. The procedures for the identification and assessment of pupils with special educational needs are in place and are very effective.
23. The school makes very good use of the resources in the community. Parents and other members of the community use the school computer suite for their own lessons during the day. Governors and parents work regularly in the school to support various curriculum areas. Students from local

colleges and teachers from the secondary school make regular visits to provide a range of expertise. There are good links with the local church and visits are organised to other places of worship such as a Mosque and a local Hindu Temple. The school welcomes a variety of visitors from the local and wider community such as drama, art, dance and music teachers. The school has very good links with other local schools. For example the record of progress in writing for all pupils, from when they enter the Nursery till when they leave the juniors, was devised by the Infant and Junior Schools working together. It provides continuity in record keeping between the two schools. There have also been many joint training events for staff in both schools.

24. The range and diversity of regular extra-curricular activities is excellent and is a strength of the curriculum. These clubs and activities are run by parents as well as teachers and include football, netball and athletics. A journalist club is attended by Year 7 as well as Year 6 who jointly produce the School Magazine. The Year 5 pupils can attend a French Club, which, as well as teaching French and an understanding of French life, is developing links with a French school. There is a range of instrumental music tuition as well as the Eco-club and the School Council.
25. The school makes good provision for the spiritual development of the pupils. In school assemblies, a programme of assembly themes provides a stimulus for the pupils' spiritual awareness and self-knowledge. However, opportunities for all pupils to sing together and celebrate with music are missed. The richness and breadth of the whole curriculum helps to stimulate the pupils' interest and create moments of reflection and excitement such as when a Year 6 pupil cannot believe that his electric circuit actually works and stares in amazement at the lit bulb. A Hindu parent who brought in and explained the significance and purpose of the objects she uses in her shrine at home enables the pupils to reflect on other peoples' ideas and beliefs. Attractive areas within the school grounds such as the seating in the playground have been developed so that the pupils can sit and think or talk with their friends. The Eco status of the school ensures that the pupils have a very clean and well maintained school as well as contributing to their understanding of the way in which society values the wider environment.
26. The provision for the pupils' moral development is very good. All of the adults working at the school have consistently high expectations of the pupils' behaviour and the pupils live up to it. A whole series of rewards that are designed to motivate the pupils are in place such as the Silver Dustbin Award, the Spot Award and the Attendance Award. Being chosen as the chairperson for the Friday Assembly is a real honour, and this motivates the pupils. The pupils are made aware of the difference between right and wrong and have an excellent appreciation of how their actions affect the well-being and happiness of others. For example, the way the layout of the playground has been changed, with designated areas for each activity, ensures that the pupils play with far more consideration towards one another.
27. The provision for the social development of the pupils is very good. They are encouraged to contribute actively to the life of the school. All of the pupils are taught to take responsibility and their help and collaboration ensures classroom and school routines are very smooth. The pupils have many excellent opportunities to make decisions that affect the life of the school such as the initiative by the School Council to remove a particular type of ball that was being used in the playground. The system of awards that recognise social achievement such as the shield for the 'pupil who has contributed most' in each class show the emphasis that the school places on social development of each pupil. Older pupils are involved in a range of roles to support the school, such as producing the School Magazine, organising their own stalls during fund-raising events and giving concerts at a local Old People's Home. The pupils are made aware of the needs of others both locally and worldwide. Communities and various charities receive the school's support.

28. The provision for the cultural development of the pupils is good. In geography and history the pupils have opportunities to learn about other countries and cultures such as the Egyptians, the Romans and the Greeks. There is some good development of cultural awareness through art. In religious education the pupils learn about different cultures and religions. The school is developing very good cultural links, such as those with the Mbizi School in Harare. The 'Story Sacks' supporting the tale of Robin Hood have been sent to a primary school in Spain and the returned Spanish Story Sacks are being investigated. However, these are both very recent initiatives and the school has only recently addressed the issue of cultural diversity for pupils living in a multi-cultural and multi-ethnic society. More remains to be done in this area.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. The school is a caring community, which has very effective procedures for ensuring the health, welfare and safety of its pupils. It has a warm and friendly atmosphere. This is a considerable improvement on the findings of the last inspection.
30. Child protection procedures are very effective. The headteacher, who is the designated person, is to be retrained this term. All staff, including students and midday supervisors, are trained. Local authority guidelines have been adopted. Links with social services are satisfactory. An NSPCC worker visits the school weekly to offer help and guidance to pupils referred by teachers and support assistants. This has proved a valuable addition to the school's pastoral procedures. Multi-agency meetings are held at the school.
31. The school has clear policies and procedures to ensure the pupils' health and safety. This is a considerable improvement on the last inspection. All statutory procedures are now in place and are very well implemented. Three members of staff have been fully trained in first aid. Arrangements for dealing with the pupils' medical conditions and with accidents are very effective. Risk assessments are undertaken regularly. There is good practice in science, physical education and design and technology. The very efficient site supervisor has very good procedures for ensuring health and safety. Supervision at playtime is very effective and supervisors are active in their work with children. Security is very good.
32. Procedures for promoting good behaviour and eliminating bullying are very good. There is a clear and comprehensive policy. School rules are clearly displayed. Certificates and stickers are awarded by both teaching and non-teaching staff for good conduct, hard work and acts of kindness and these are entered into the "Good Book" and celebrated in assemblies. Classes compete for the Silver Dustpan award, presented by the site manager each week for the tidiest classroom, and awards are given at the end of the year.
33. Procedures for monitoring the pupils' personal development are also very effective. Class teachers keep very good records of the pupils' personal and social development and these are included in annual reports to parents. All pupils have personal targets. There are many very good opportunities for the pupils to take responsibility. The School Council has a very high profile and the pupils take their responsibilities very seriously. The school has recently been given the European Eco Schools Award (one of the first in the country) and the pupils have been involved in meetings with local government officials. The school has achieved the Healthy Schools Award.

34. Procedures for promoting attendance are good. Registers are monitored on a weekly basis for patterns of lateness and absence by the very efficient administrative staff. If the school receives no explanation for a pupil's absence, the Educational Welfare Officer is contacted on the second day. Links with the service are very good. The majority of unauthorised absences are condoned by parents and much is due to lateness. The very good system of awards has resulted in a considerable fall in unauthorised absence, although a small number of families continue to have problems.
35. There are good assessment procedures for the pupils on entry to school. The regular testing of the pupils' reading abilities and the use of the optional Year 3, 4 and 5 national tests enables the school to assess the pupils' abilities in numeracy and literacy. In science and the remaining National Curriculum subjects, assessments are made by the teachers twice each year, with an effective colour coded system in place to highlight pupils who may need support or extension activities. Generally, the pupils' work is marked conscientiously. There are comments that praise and encourage and provide targets for guidance on how the pupils might improve their work.
36. Teachers use the assessment data effectively when planning further work. In the core subjects of literacy and numeracy, a system of tracking pupil progress through assessment has recently been developed and implemented. This system, particularly when extended to science, should have a positive impact on target setting and on ultimately raising attainment in the core subjects even further. The assessment co-ordinator recognises the need to set rigorous targets for further raising attainment. The assessment procedures in place, and the schools increasing effective use of the data, are resulting in an improvement in standards.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

37. Parents who responded to the questionnaire and attended the meeting were very supportive of the school and all that it does for their children. A very high proportion feel that their children like school, are expected to work hard and are making good progress. Nearly all feel that the teaching and leadership and management of the school are good. They feel able to approach the school with problems and nearly all feel that the school works closely with them. Information about children's progress is felt to be good. A significant minority of parents are not satisfied with the amount of homework given to children although the inspection team found that the amount given was generally appropriate for the age of the pupils.
38. The school has good links with parents. This is a considerable improvement on the findings of the last inspection. The information it provides for them is now good. The prospectus and governors' annual report to parents now comply with requirements. They are attractively presented and easy to use. Information on what is to be taught is given out to parents each term. Annual questionnaires for parents elicit a good response. Newsletters are frequent, lively and very attractively presented. The in-house magazine produced by the Journalism Club is distributed to the local community as well as to parents. Reports on pupils' progress are brief, but they contain all necessary information. They do not, however, offer opportunities for comment by parents or pupils. The home/school agreement has been signed by all parents. Home liaison books are used well by the school as a means of dialogue, but not all parents respond. A good range of consultation meetings is held each term and parents feel able to talk to staff at any time. The school has held a number of curriculum workshops which have been well attended. Very good numbers of parents attend performances and concerts.

39. A good number of parents help in school on a regular basis. The Friends' Association runs a very good range of social and fund-raising events and raises good sums to help the school to buy equipment to support the pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

40. At the time of the previous inspection, there were significant weaknesses in the quality of leadership, teacher morale was low and the co-ordinators had little impact on their subjects. The school has made very good progress since that time. The quality of leadership and management are now very good and the headteacher is provided with excellent support from the deputy headteacher and senior staff.
41. The headteacher has made very effective use of the support provided by the Local Education Authority to address the issues outlined in the previous report. Since his arrival at the school, he has built a team of enthusiastic teachers, provided them with appropriate support and set about raising standards. The morale of the teachers is high and this is seen in the quality of their teaching. The co-ordinators manage their subjects very well and have been instrumental in ensuring standards improve. Together with the headteacher and senior staff, they monitor the quality of teaching and learning and report regularly to the Governing Body on progress. The co-ordinators have produced or updated schemes of work and these provide the teachers with a good foundation for their lesson planning. The management of special educational needs is very good. The co-ordinator has a very clear understanding of her role and, together with the headteacher, ensures that teaching assistants are very effectively deployed. The recommendations of the new Code of Practice for special educational needs are fully implemented.
42. The governors fulfil all of their statutory duties. A good number are regular visitors to the school and all have a very detailed knowledge of what is taking place in the school, of the standards achieved by the pupils and of the progress made by the school since the previous inspection. They have a detailed knowledge of the financial situation and are fully involved with the initiatives set up as part of the Education Action Zone. The governors appraise the work of the headteacher carefully and monitor progress towards targets. The headteacher is effective in securing additional funding for the school, but more importantly, ensures that the funds are used efficiently and effectively. Inspection evidence confirms this. Funding for special educational needs is used very effectively
43. The school improvement plan is a clear document that takes account of the previous report and shows the headteacher has a clear understanding of how standards can be improved. Realistic goals have been set, timescales are achievable and methods of monitoring progress towards the goals are clear. Financial management is very good and other schools have adopted some of the excellent procedures put in place by the school's office manager. The school makes very good use of the detailed data produced by the Local Education Authority to determine how well it is doing. The finance committee is kept well-informed and keeps a careful watch on expenditure. Best value is sought by the governors at all times when considering the purchasing of goods or services. For example, the employment of additional teaching assistants is monitored to determine its effectiveness. The school has accrued a sizeable underspend but this is earmarked for improvements to the accommodation and security. Taking into account the quality of teaching, the effectiveness of the leadership and the progress made by the pupils, the school provides very good value for money.

44. The school is staffed with a good number of experienced teachers who are well qualified to teach all aspects of the National Curriculum. The staff regularly undergo training to enhance their skills. There is a good number of very effective teaching assistants, who are well deployed, as is the computer technician. The site manager and administrative staff give excellent support to the school and ensure its day-to-day running is effective.
45. Major improvements in the accommodation have taken place since the last inspection, including improvements in staff accommodation, the ICT suite, security and the playground. However, more remains to be done. Some window frames are in poor condition. The library remains somewhat underdeveloped, but some funding has just been obtained for the purchase of additional books. The school is brightened by a variety of very good displays. The school car park, through which the parents and pupils have to pass, continues to be a cause for concern at the end of the school day.
46. Resources are good in design and technology, music and information and communication technology. They are satisfactory in all other subject areas, except in the library, where there is a shortage of reference books and books for independent reading.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. The headteacher, staff and governors should now: -

(1) raise further standards in reading by;

- improving the quantity and range of books for the pupils;
- seeking to develop the physical appearance of the library;
- ensuring pupils use the library regularly for research;
- encouraging the pupils to read for pleasure;
- ensuring books are taken home regularly;
- developing the role of parents in the reading process.

(Paragraphs 1 – 3, 36, 37, 46, 48 – 53)

(2) improve standards in mathematics by;

- continuing to challenge all pupils to achieve higher standards in the subject;
- reducing the length of some numeracy lessons to make more effective use of the time;

(Paragraphs 1, 2, 4, 13, 19, 36, 54 – 57)

In addition, the school should also consider including the following in its action plan;

Providing additional opportunities for the pupils to practise singing and playing, for example in assemblies;

Developing the use of control technology.

Developing the provision for the pupils' multicultural development

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	44
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	7	23	9	0	0	0
Percentage	11	16	52	21	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	230
Number of full-time pupils known to be eligible for free school meals	118

FTE means full-time equivalent.

Special educational needs	Y3– Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	58

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.6

Unauthorised absence

	%
School data	1.5
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	32	19	51

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	17	23
	Girls	14	14	16
	Total	25	31	39
Percentage of pupils at NC level 4 or above	School	49 (60)	61 (63)	76 (74)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	13	14
	Girls	12	13	15
	Total	20	26	29
Percentage of pupils at NC level 4 or above	School	38 (34)	49 (53)	55 (71)
	National	72 (70)	74 (72)	82 (79)

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	203	2	1
White – Irish	0	0	0
White – any other White background	15	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	1	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	4	1	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	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.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	26
Average class size	29

Education support staff: Y3 – Y6

Total number of education support staff	7
Total aggregate hours worked per week	253.5

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	637,096
Total expenditure	615,911
Expenditure per pupil	2,632
Balance brought forward from previous year	27,795
Balance carried forward to next year	48,979

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3

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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	230
Number of questionnaires returned	146

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	35	5	0	1
My child is making good progress in school.	69	29	3	0	1
Behaviour in the school is good.	59	35	4	0	2
My child gets the right amount of work to do at home.	39	41	14	3	3
The teaching is good.	78	20	1	0	1
I am kept well informed about how my child is getting on.	67	27	5	1	1
I would feel comfortable about approaching the school with questions or a problem.	70	26	0	1	3
The school expects my child to work hard and achieve his or her best.	80	19	0	0	1
The school works closely with parents.	58	36	5	0	1
The school is well led and managed.	67	30	1	1	1
The school is helping my child become mature and responsible.	67	31	1	0	1
The school provides an interesting range of activities outside lessons.	59	30	5	1	5

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

ENGLISH

48. Inspection evidence shows that by the end of Year 6, the attainment of the majority of pupils is below average. The school's tracking systems and local authority data show that the pupils enter the school with attainment that is well below average, but they make very good progress in English as they move through the school. The high proportion of pupils who need extra support and help with their learning make particularly good progress. This is because the school identifies their needs carefully and provides them with appropriate work. The teaching assistants work very closely with the teachers to deliver individualised teaching programmes. All pupils benefit from the rich curriculum the school delivers and literacy development is given a high priority in all subjects.
49. Because of their interest and enthusiasm for school and the excellent relationships the pupils develop with their teachers, the majority of the pupils develop good listening skills by the time they reach Year 6. However, many pupils write and spell as they speak and consequently have to make a very conscious effort to use correct grammar and spelling in their writing and are not always successful. Also, in the younger classes particularly, many pupils are not confident speakers and tend to give one word or very incomplete answers to questioning. The development of confident and fluent speaking is given high priority in lessons. The teachers spend a great deal of time in encouraging the pupils to use correct grammar and spelling and to give confident and full answers. In literacy lessons, for example, the pupils listen to and discuss a wide range of texts. Before they start their writing, they discuss their ideas in small groups to refine and clarify them. The teachers encourage the pupils to speak in front of the class and in school assemblies. Drama is increasingly being used to develop the pupils' speaking skills such as when they question the 'Egyptian Embalmer' during a history lesson. By the time they leave Year 6, the pupils have made very good progress in their speaking and listening skills but many do not reach the expected standard.
50. When the pupils enter the school, reading standards are below average. However, all pupils make good progress with their reading as they move through the school. The pupils who have the greatest difficulty tend to make the best progress because of the very effective monitoring and support they receive from their teachers and classroom assistants. Parents give good support to those pupils who regularly take home their reading books. But many of the pupils do not read regularly at home and this limits their progress. The more able pupils are able to discuss their preferences for various authors such as Dahl, Rowling and Tolkien. They can compare characters and analyse and discuss plot and structure. But, although by the time they leave Year 6, the majority of the pupils have mastered the basic skills of reading, only a minority have developed a love of reading and an awareness of how authors use plot, language and characterisation to hold and enthral the reader. Reference skills are still below average and the pupils have few chances to develop these. The quality and range of the reading books the pupils take home is often limited. The school makes good use of topic packs from the Library Service and these give limited opportunities to develop reference skills. The school attempts to compensate for its totally inadequate library by using the local public library. But this is too far away to be used on a regular basis. The school urgently needs a proper library where good reading habits can be modelled and learnt, where there is an exciting modern range of both fiction, poetry and reference books that the pupils can access easily, where books can be well displayed and where reference skills can be taught systematically.

51. The standards in writing attained by the pupils at the end of Year 6 are below average. However, standards are rising and all pupils make very good progress as they move through the school. The use of ability sets in Years 5 and 6 enables teachers and classroom assistants to target work very precisely. Also there have been many recent improvements to the way in which writing is taught across the school. There is now an increased emphasis on using a wider range of writing and teachers are skilled at developing the pupils' writing skills across other subjects such as geography, history and science. For example: Year 6 pupils produce excellent 'Dear Diary Work' with graphic accounts of an individual soldier's thoughts and feelings in World War 2. Year 5 pupils write factual information about volcanoes from research work using the Internet. In Year 4 the pupils write humorous news accounts about the headteacher banning chips and Year 3 write play scripts of an incident at home. The high standard of journalism in the school magazine 'Little Steps' results from the breadth of the writing curriculum. Average and less able pupils, particularly in the lower juniors, sometimes struggle with grammar and spelling, for example, writing '*me and my family was geting reddy.*' By the end of Year 6 many pupils are able to use metaphors and similes in their work. By the time they leave Year 6 the pupils have good experience of a range of poetry. They compose Haikus, Limericks and Kennings and understand how poets use personification and imagery. Across the school work is very well presented, all pupils try hard with their handwriting and the majority have developed a confident cursive script by the time they leave the school.
52. The quality of teaching is very good. The teachers plan literacy lessons very well and all teachers make good use of learning resources, use explanation and discussion very effectively and establish excellent relationships with the pupils. Marking in all books is positive and developmental and often links to the pupils' personal targets. The setting arrangements work very well in the upper juniors. The Year 6 teachers are particularly effective and the very high standard of their teaching and the way they display their pupils' work is an excellent model for the rest of the school. The teaching areas outside the classrooms that are used for movement around the school are not ideal. But the way in which the very skilled teaching assistants use them to deliver lessons that have been planned with the teacher have a major impact on the very good progress that is made by less able pupils. These teaching assistants also play a major role in improving standards in reading. The very comprehensive and detailed assessment systems have helped to raise standards and are very effective in ensuring that teachers have a good understanding of their pupils' abilities and target work appropriately. In all classes the pupils have individual targets that have been agreed with the teacher and these help focus the pupils' attention on areas of their learning that could be improved.
53. The English subject leader has an excellent understanding of the strengths and weaknesses of how English is taught across the school. She has worked very hard to introduce many initiatives that are raising standards of literacy across the school. Improvements in assessment and additional teaching to raise standards in Year 6 has been very successful. The subject leader has identified and used other subjects to develop literacy skills. She has observed lessons and given very constructive feedback, which has raised standards of teaching. Staff training has helped teachers assess writing and given them a greater understanding of the teaching of literacy. The way in which writing is now being taught, with teachers demonstrating writing techniques, is having a major impact on improving the pupils' writing across the school.

MATHEMATICS

54. At the time of the previous inspection, only a small number of the pupils were attaining the average Level 4 and very few were working at Level 5. The improvement has been significant with pupils achieving well and making very good progress as they move through the school.
55. The inspection evidence shows that by the end of Year 6, the pupils are attaining standards that are just below the national average. However, when they enter the school in Year 3, the majority of the pupils have mathematical skills that are well below average. Most make significant progress and achieve well due to the good quality of teaching. The pupils with special educational needs make equally good progress, due in part to the excellent support they receive and the challenging work that is well-matched to their ability. The younger pupils in Year 3 solve addition and subtraction problems involving two and three digit numbers and are becoming more accurate when multiplying and dividing small numbers. By the time they leave Year 6 these skills are well developed and most pupils have developed good strategies for solving mental arithmetic problems. Most pupils have a secure understanding of number facts. However, there are a significant number of pupils who lack the confidence and skills to solve problems and they need considerable help and guidance. The more able pupils demonstrate a good understanding of ratio and proportion and accurately calculate percentage parts of quantities and measurements. Their knowledge of three-dimensional shapes is good and they calculate the perimeters and areas of flat shapes accurately. The average and more able pupils recognise acute, obtuse and reflex angles and draw and measure angles using a protractor. They are making effective use of computers to collect and record data and most pupils construct and interpret line graphs from the information. The poor writing skills and limited vocabulary of the less able pupils affects the standards these pupils attain. Although they make good progress and achieve well, few will attain the average Level 4 by the time they leave the school at age eleven.
56. The quality of teaching is never less than satisfactory and is very good overall. Throughout the school there are examples of very good teaching and in Year 6 it is frequently excellent. In the best lessons, the pupils make very good and occasionally excellent progress. In these lessons, the teacher's subject knowledge is outstanding, the pace is brisk and the teacher generates high levels of interest from the pupils. The pupils in Years 5 and 6 are set according to their prior attainment and the teachers ensure the work challenges the pupils and pupils and that pupils of all abilities make significant progress. All of the teachers mark the pupils' work well and the recently introduced target sheets enable the pupils to become more involved in recording what they know, understand and can do. The teachers make good use of a 'traffic light' system – the pupils hold up a green, red or amber symbol at the teacher's request – to determine the pupils' level of understanding. However, some lessons are too long. In Years 3 and 4 for example, numeracy lessons of 65 and 70 minutes result in the pupils' enthusiasm diminishing. Whilst the pupils make good progress in response to the good teaching, the same could be achieved in shorter lessons.
57. The co-ordinator manages the subject very well. As a leading numeracy teacher she has a good awareness of the standards expected of the pupils and provides guidance and support for staff from other schools as well as Bonington Junior. The staff are keen to improve their numeracy skills further and regularly undertake training. Assessment procedures are very good and the school uses this information very effectively to ensure the pupils are making the progress of which they are capable. Teaching assistants, who have good levels of expertise, work with small groups of pupils with special educational needs and this helps to develop the pupils' confidence and their rate of progress.

SCIENCE

58. By the end of Year 6, the pupils' attainment is broadly average and most pupils are achieving well. They make very good progress as they move through the school and standards are getting better each year as a result of improvements in the quality of teaching.
59. When pupils enter the school their level of attainment is well below average. As they move through the school they achieve well and many pupils exceed the average rate of progress expected in a junior school. Most pupils are given good opportunities to develop their knowledge and understanding of science. Pupils with special educational needs receive good support from the learning assistants and make very good progress. There are occasions, however, when the lack of challenging work for the most able pupils limits their progress.
60. Each year group is taught a wide range of scientific topics. Many Year 3 pupils can explain the behaviour of materials when they are heated and cooled. Some pupils realise that certain materials can reverse back to their original state and others like bread cannot. Year 4 pupils study shadows and the basic concepts of sound and vibration. They recognise the need for a fair test and record their work using appropriate scientific vocabulary. However, many pupils do not draw good conclusions and give clear explanations from their findings. Many Year 5 pupils understand gravity and can compare the earth's gravitational force with that of the moon. Year 6 pupils can create food chains and know the difference between vertebrates and invertebrates. They understand and can set up series and parallel electrical circuits and plan investigations on how to reduce the power in a light bulb.
61. The quality of teaching is generally good and has improved considerably since the last inspection. There were no lessons in which the teaching was unsatisfactory. The teaching has a number of strengths: the teachers plan lessons well, have clear learning objectives for the pupils to follow, show good scientific knowledge and establish good relations with the pupils from whom they demand high standards of behaviour. The work prepared for the pupils is interesting and varied. It includes discussion work, clear explanations and tasks suited to all abilities. All of these features were present in a Year 6 lesson in which the pupils were working with series and parallel circuits and finding ways to reduce the brightness of a bulb. The pupils became quickly interested in the clear and enthusiastic teacher explanations and instructions. They were asked to continually review their work and to suggest ways of accurately recording their findings. In order to raise the quality of teaching to these levels, all lessons need to ensure the work is sufficiently challenging particularly for the more able pupils.
62. The co-ordinator's role is developing well and the handover of the subject from one member of staff to another is being managed effectively. The co-ordinator scrutinises planning, organises resources and implements an annual action plan. There is an effective scheme of work to guide the teacher's planning. There is an appropriate range of resources for science which cover the range of National Curriculum requirements. There are interesting science displays around the school to focus the pupil's interest. Of particular note is the school's ECO award display highlighting the pupil's work and care for the environment. Information and communications technology is now being used well to support science teaching. For example, in Year 4 the pupils use a date program to plot their results on paper absorption.

ART AND DESIGN

63. Only two art lessons were observed but from the analysis of pupils' work, together with discussions with staff and pupils, it is possible to judge that standards are in line with those

expected. This shows that standards have improved significantly since the last inspection when standards were said to be below national expectations. Most pupils, including those with special educational needs, make good progress. A strength of the subject is the very good progress pupils make in their appreciation of the work and style of other artists.

64. The Year 3 pupils know how to mix colours to create different shades. They use information and communications technology to produce effective pictures based on the work of Seurat. Year 4 pupils produce leaf prints and also have opportunities to develop their skills of observational drawing. They use the computer to model their drawings of landscapes and skies on the work of Turner. Older pupils are provided with experiences that allow them to draw, model and paint using a variety of media such as charcoal and pastels. Year 5 pupils produce interesting and decorative three-dimensional faces using clay, mod roc and papier mâché. Year 6 pupils study the famous artists Rousseau and Andy Warhol to create landscapes and Pop Art respectively.
65. The quality of teaching seen ranged from satisfactory to very good. In a very good Year 6 lesson the teacher enjoyed a very good relationship with the class, the lesson progressed at a brisk pace and she had high expectations of what the pupils could accomplish. This had a significant impact on how well the pupils learned during the lesson and the standards they achieved. As a result, all of the pupils succeeded in producing very good quality clay models to link with their work on the Egyptians. The learning was further extended by very good teacher knowledge in clay construction techniques.
66. The subject is managed well. At the time of the last inspection there was no scheme of work. The scheme of work now in place provides a framework for subject content and the development of skills. Links with other curriculum areas are evident both in the teacher's planning and in the high quality displays around the school. Outside the school there is a wonderful mural painted by the pupils to celebrate their ECO work and involvement. Visits to the art gallery in Nottingham and a recent sculptor's visit to the school further develop the pupils' interests and experiences in art. Resources for the subject are of good quality and information communications technology is being used effectively to support the curriculum.

DESIGN AND TECHNOLOGY

67. By the time they leave the school at age eleven, standards in design and technology are in line with those expected nationally. This was also the case at the time of the last inspection. All pupils, including those with special educational needs, are making good progress. The opportunities to plan and develop design ideas and for the pupils to evaluate their own products are strengths of the subject. There are weaknesses in the provision for designing mechanisms that make things move in different ways. More opportunities could be given for pupils to work in food technology.
68. The pupils in Year 3 make wooden greenhouses and photograph frames. They learn skills of accurate measuring, sawing and joining. Year 4 pupils are given opportunities to design paper bridges. They learn to fold paper to find the strongest structure but some have difficulty selecting appropriate techniques and in being able to discuss their work. The pupils in Year 5 design and make slippers from a wide range of fabrics. The assembly techniques are good and the evaluation in terms of comfort, size durability and appearance is very good. In Year 6 pupils construct Easter egg boxes and they produce interesting designs and test their products for strength. They also evaluate board games with a view to designing and making their own. There are good links with other subjects. In Year 3 the pupils make musical instruments and in Year 5

the pupils link their slipper designs to Henry VIII and the Tudors. Some pupils have opportunities to make wheeled toys but there is little evidence of work involving moving mechanisms.

69. The quality of teaching is good overall. The teachers work effectively with the pupils as a class and with individuals. In a good Year 4 lesson the pupils were encouraged to think and talk thoughtfully about their paper bridge designs. They had opportunity to record their plans and evaluate their work. In a very good Year 6 lesson the teacher asked probing questions to establish the most suitable criteria for evaluating the effectiveness of board games. There are occasions when more could be expected from the most able pupils to enable them to achieve higher standards.
70. There is a subject policy and scheme of work that gives good guidance to teachers. Resources are good and the curriculum offers opportunities for pupils to work with a suitable range of materials. Currently the use of information and communications technology to support the curriculum is limited.

GEOGRAPHY

71. Two lessons were seen in geography. On the basis of these lessons, the analysis of the pupils' past work, the teachers' planning and discussions with the teachers and pupils, standards are average. The school has improved standards in geography since the previous inspection. The school makes good use of the national guidelines to support the teachers' planning. It also uses its local area very well and the pupils go on a good range of visits to support their learning.
72. All pupils make good progress in geography. The school makes good use of its local environment. For example, pupils in the lower juniors use an aerial map of their immediate locality to make scale drawings showing some of the main features. They use large scale Ordnance Survey maps to help them locate particular features. Year 3 pupils measure daily temperatures and compare these with temperatures in St Lucia. They learn how human settlements are affected by the climate and make good links with their work in history. The pupils in Year 5 study the geography of Ancient Greece and learn how the landscape influenced the development of the city states. They learn how mountains are formed and make good links with their work in information technology when they use the Internet to conduct research on how volcanoes are formed and the effect they have on human habitation. By the end of Year 6, pupils have a good understanding of rivers and how these affect the landscape. They know how important the Nile was for the peoples of Ancient Egypt. They compare how lifestyles are different and similar in modern Cairo and London. They use a range of maps well and have good knowledge the location of various countries and cities in the world. For example they plot the countries you would overfly on a journey from Sweden to India. They identify the major cities and tourist attractions in India and compare UK and Indian weather using monthly rainfall and temperature averages. The links the school is making with schools in Zimbabwe and Spain and the range of extended visits to for example Anglesey for fieldwork also contribute to the development of their geographical skills.
73. Geography teaching is good. The planning for lessons is very clear about the specific skills and knowledge that will be learned. The teachers' subject knowledge is good and they make the subjects interesting and relevant by making very good use of the local area, becoming involved in local issues and visiting sites further a field. The subject co-ordinator has a clear view of standards in geography and what is needed to improve them. She has ensured that appropriate resources are available to match the school's geography curriculum. She has simplified the

learning objectives and put together various topics to ensure that learning will be progressive. The development of mapping skills is a current priority for the school and extra resources have been recently purchased. She ensures that a wide range of local visits that link to other curricular areas such as the environmental work, the eco status of the school and various residential and day visits are reflected in the geography curriculum. She has monitored both planning and teaching of the subject and has given the staff useful feedback.

HISTORY

74. By the age of 11, the pupils attain standards that are similar to those expected in most schools. This was also the judgement at the time of the last inspection. Most pupils, including those with special educational needs, make good progress. The oldest pupils achieve particularly well because they are given opportunities to gain a good knowledge of people, places and environments in the past and a chance to compare what they have found out with what they know about the present day. These pupils' research skills are developed systematically as they learn how and where to find information.
75. Younger pupils are studying the Victorians and are beginning to make comparisons between life then and now. Year 4 pupils study medieval times. They understand the key features of castles and what it must have been like to live in one. These pupils are showing an increasing awareness of the difference between past and present. Year 5 pupils study the Greeks and the Tudors. They link their history work well with design and technology when they design and make slippers that might fit Henry VIII. Some pupils in these year groups have difficulty in recording their work in detail. The use of more stimulating source materials and artefacts could develop extended writing in history still further. Year 6 pupils, however, have access to such resources and they produce stimulating work on the Egyptians. They learn how archaeologists are using existing information to provide an insight into ancient Egypt. They understand the process of embalming and most can record the stages sequentially in written and verbal form.
76. Overall the quality of teaching is good and occasionally it is excellent. Teacher's subject knowledge is very good and they usually present their work in interesting ways. Probing questions guide the pupils to draw their own conclusions. In an excellent Year 6 lesson on the embalming process in ancient Egypt the teacher adopted a role-play situation of the embalmer. The pupils were mesmerised by her skilful demonstration. Her high quality expertise and relationship with the pupils lead to substantial gains in knowledge and understanding of the subject.
77. The co-ordinator for history is enthusiastic and helpful to other teachers supporting them with resources and information. She has recently had the opportunity to monitor and evaluate the quality of teaching and learning which should have a positive effect in raising standards still further in the future. There is an effective scheme of work that ensures progression and continuity of learning. The pupils have access to a broad and balanced curriculum and visits are made to local places such as Nottingham Castle, Wollaton Hall and to Beaumaris Castle in Anglesey on the residential visit. Displays of work are particularly good and act as a stimulus to interest and learning. A display on pupils' work on the Greeks illustrates what pupils have learnt and poses question for further research. Resources for history are satisfactory and the subject makes a useful contribution to the social and cultural development of the pupils. Information and communications technology is being used effectively to support the subject, the pupils making effective use of the Internet to carry out research on the Tudors and the Egyptians.

INFORMATION AND COMMUNICATION TECHNOLOGY

78. Standards in information and communication technology have improved significantly since the previous inspection when they were below average and the pupils made unsatisfactory progress. Standards have improved because the teachers have a secure understanding of the subject, they make effective use of the computer suite, leadership in the subject is very good and a good level of support is provided in lessons. By the age of eleven, most pupils, including those with special educational needs, are achieving standards in line with national expectations in all aspects except control technology where they are below average.
79. By the age of eleven, most of the pupils have secure word processing skills and know how to save and retrieve their work, accessing files by entering their own passwords. By the end of Year 4, they have a clear understanding of how computers can be used to collate data and they use this information to create graphs based on paper absorption. The pupils in Year 6 use these skills to enter data into cells to create graphs that compare rainfall and temperature in London and Cairo. In Year 5, the pupils' understanding of electrical circuits is enhanced effectively when they use a computer program to create, draw and check them. The pupils are making excellent use of the Internet, carrying out research for their studies of the Egyptians and Tudors.
80. The pupils are making very good progress in information and communication technology and this is due to a number of factors; the quality of teaching which is good overall, the very good support available to both pupils and staff, the regular use of the computer suite and the computer club which meets frequently. The quality of teaching is never less than good and this enables the pupils to achieve well. The teachers have good subject knowledge and are skilled in using computers. However, their skills are enhanced through the availability of expertise that is bought in by the school. In addition, a computer technician is available to provide assistance to the pupils, enabling the teachers to concentrate on the main focus of the lesson. The teachers make very effective use of an interactive whiteboard for demonstrations. The computer suite is used to teach most areas of the curriculum and the scheme of work drawn up by the knowledgeable co-ordinator identifies how other subjects can be taught through information and communication technology. The teachers adhere to this scheme, enabling the pupils to make very good progress in information and communication technology and frequently good progress in other subjects. The computer club helps to develop the pupils' skills. For example, the journalism club produces a quality school magazine using a desktop publishing program. The school recognises the pupils' skills in control technology are not as high as they could be but plans are well advanced to ensure this aspect is taught effectively.
81. The subject is very well led. The co-ordinator has very good subject knowledge and makes effective use of the expertise of others. Very effective use has been made of external funding – National Grid for Learning and Education Action Zone (EAZ) - to improve the quality of resources which are now good. Assessment procedures, part of the EAZ procedures, are good, and ensure the teachers have a clear understanding of what the pupils know and can do. The computer suite, whilst ideal in terms of space and equipment is too hot and the school needs to explore methods of improving the ventilation to ensure it is a more conducive learning environment.

MUSIC

82. Overall, standards in music are below expectations at the age of eleven. However, standards have improved since the previous inspection and they are getting better. Most pupils achieve well and make satisfactory progress throughout the school.
83. By the age of eleven the pupils' standards of singing are broadly average. They enjoy singing and happily volunteer to sing in small groups when requested by the teacher. The pupils hold their pitch satisfactorily and keep in time to the accompaniment. They know a good range of songs and most average and more able pupils recall most of the words to the songs. Their knowledge of musical instruments is below what might be expected for pupils of their age. The pupils are now given good opportunities to see and hear instruments of the orchestra but they need considerable reinforcement to enable them to recognise them and for them to name the instruments when they hear them played. Their composition skills are also below average. However, they are making satisfactory progress and the school is working hard to ensure all pupils achieve well.
84. Guitar and keyboard lessons are provided free of charge, enabling all pupils who desire to receive lessons during school time or at lunchtime. Many pupils are also in the school choir and they have had the opportunity to sing on a good number of occasions at large venues within the city and also at the Salvation Army Centre and local secondary school. The pupils' awareness of music from other cultures is developed well through music played in assemblies and from visiting artists such as an African drumming ensemble.
85. Few of the class teachers feel confident in teaching music but the school more than compensates by employing specialists on a regular basis to teach all year groups and the quality of teaching is good overall. The skill of these music teachers is enabling the pupils to make good progress and standards are improving quickly. The school needs to develop opportunities for the pupils to compose and play more often. There are missed opportunities, for example in assemblies when they rarely sing or play instruments. Assessment procedures are satisfactory and the teachers have a good awareness of how well the pupils are progressing.

PHYSICAL EDUCATION

86. During the inspection it was only possible to observe one gymnastics lesson, one dance lesson an after-school netball club and a football training session. The evidence from these observations, a scrutiny of teachers' planning and conversations with the pupils and the physical education co-ordinator would indicate that physical education has a satisfactory place in the curriculum. In every area of physical education attainment is in line with national expectations and all of the pupils, including those with special needs, make good progress. Achievement in swimming is good with the vast majority of pupils being able to swim the minimum 25 metres by the time they leave the school. The curriculum includes gymnastics, dance, games, athletics and swimming.
87. In a good gymnastic lesson younger pupils show good awareness of space during their warm-up, and confidently devise sequences of moving through space on the floor and performing various balances. They are ambitious in their movement with many pupils showing above average gymnastic skills such as including cartwheels and handstands in their balances. In a Year 4 dance lesson the pupils listen to music attentively and devise their own sequence of movements 'waking up and getting out of bed.' The pupils in after school clubs, such as netball and football, show above average skills in passing and shooting.

88. Overall the teaching is good. Teachers plan their lessons very thoroughly. They have clear learning objectives and high expectations. Teachers manage lessons well and a high standard of behaviour is maintained. Good use is made of the pupils' performance to demonstrate and develop teaching and learning points. There are good links with information technology when older pupils plan a gymnastic sequence as part of their homework. There is a very wide range of extra-curricular activities including netball, football, and basketball. The school provides many opportunities for pupils of all ages to participate in team games both within the school and with other local schools. Several of the parents are involved in this as well as teachers who give a great deal of time to these activities. These activities provide good support for the subject, enrich the physical education curriculum and extend learning in the juniors.
89. The co-ordinator has introduced a structured curriculum based on national guidelines. This provides good support for teachers and incorporates many ideas for effective delivery of the curriculum. The way the playground is divided into various zones marked out for different sports and the large playing field are assets that the school makes very good use of. The school makes good use of outside agencies such as one the city's Football Clubs and a residential visit to extend the range of the curriculum for many of its pupils. Since the most recent inspection more time has been allocated to the physical education curriculum and this is one of the many reasons the pupils have such positive attitudes.

RELIGIOUS EDUCATION

90. By the end of the juniors, attainment is in line with the expectations of the locally agreed syllabus and all of the pupils, including those with special educational needs make good progress.
91. Younger pupils develop their knowledge of the Bible as a special book for Christians and learn about the teachings of Jesus, such as the Story of the Good Samaritan. They have a sound understanding of the major Christian festivals. They compare the festivals of other major faiths and learn about the way Hindus worship. They know, for example that Kali is the Destroyer of Evil and the importance of dance in Hindu worship. They have some knowledge of Buddhism. They know the story of Siddhattha and the significance of the Eightfold Path and the Five Rules of Buddhism. By the end of the juniors, the pupils have a good understanding of the main festivals and traditions of the world's major faiths. For example Year 5 pupils have good knowledge of the Muslim faith. They know about the teachings of Muhammed and the importance of the Qur'an in Muslim worship. They understand that all religions have shared values and the Five Pillars of Islam, the Five Moral Precepts of Buddhism, the Ten Commandments and the Sikh Tenets all set out rules of how to live and have many similarities. Pupils understand that there are creation stories in both Jewish and Hindu traditions and that prayer is as significant for Moslems as it is for Christians. Pupils have benefited from first-hand explanations of religious beliefs from various religious leaders. The local vicar is a very regular visitor in school; a leader at the local Mosque has talked to pupils about Islam, a parent has come into school to show how Hindus worship at home. Pupils have visited a Synagogue and a Gudwara as well as Southwell Minster.
92. Teaching of religious education is good. The teachers plan their lessons thoroughly in line with the locally agreed syllabus. Lessons usually have clear objectives that are shared with the pupils at the beginning of the lesson. The teachers make good use of resources such as appropriate and well-chosen reference books, artefacts and materials. The range and quality of these has improved since the most recent inspection. Religious education makes a contribution to the pupils' literacy development and has links with other subjects such as history where the pupils learn about Greek or Egyptian gods. The pupils read and write about aspects of different faiths

and listen to and retell Bible stories. The school has close links with local churches. The subject makes a very good contribution to the pupils' spiritual, moral, social and cultural development.

93. The co-ordinator manages the subject well. She has adapted the locally agreed scheme into a series of modules that accord with the National Guidelines and so ensure that learning develops systematically. She has analysed work to develop the curriculum further. She has ensured that the school has appropriate resources to match the new curriculum.