

# INSPECTION REPORT

## **SHERWOOD JUNIOR SCHOOL**

Warsop, Mansfield

LEA area: Nottinghamshire

Unique reference number: 122501

Headteacher: Mr M J P Brookes

Reporting inspector: Mrs J Morley  
25470

Dates of inspection: 31<sup>st</sup> March - 3<sup>rd</sup> April 2003

Inspection number: 248352

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:	Sherwood Street Warsop Mansfield
Postcode:	NG20 0JT
Telephone number:	(01623) 842545
Fax number:	(01623) 845180
Appropriate authority:	The governing body
Name of chair of governors:	Mrs Brenda Hind
Date of previous inspection:	12 <sup>th</sup> January 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
25470	Jean Morley	Registered inspector	English Educational inclusion Special educational needs	What sort of school is it? How high are standards, results and achievements? How well are pupils taught? What should the school do to improve further?
9511	Ann Longfield	Lay inspector		How high are standards? Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
1723	Michael Milton	Team inspector	Mathematics Information and communication technology Geography History Religious education	How good are the curricular and other opportunities open to pupils?
22113	Aileen King	Team inspector	Science Art and design Design and technology Music Physical education	How well is the school led and managed?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Sherwood Junior School is in Warsop, Nottinghamshire. In the recent past the closure of several collieries has increased unemployment and generated other problems associated with social disadvantage. There are 249 pupils on roll: a broadly even mix of boys and girls. More than 99 per cent are white, British. No pupil is at an early stage of acquiring English. Thirteen per cent of pupils are eligible for free school meals, a proportion that is a little below the national average. Twenty-six per cent of pupils have special educational needs, slightly above the national average. Attainment on entry to the school is below expectations, particularly in speaking and writing.

### **HOW GOOD THE SCHOOL IS**

Sherwood Junior is a good school in which pupils develop well academically and make great strides towards becoming sensible young people who know how to get along with others. It is a very well led and managed school and this leads to a corporate spirit and a will to succeed amongst all who work there. In turn, this generates a strong work ethic amongst pupils. The overall quality of teaching is good and more than one in three lessons is very good. From a below average start, pupils make good progress towards satisfactory attainment in English, mathematics and science. In information and communication technology (ICT) and in some other subjects, they attain standards above those expected nationally. Taking all of these features into account, the school provides good value for money.

#### **What the school does well**

- Pupils attain well in information and communication technology (ICT), design and technology and in art and design.
- Very good leadership and management have successfully fostered, in all staff, a strong commitment to improve the school.
- Over 80 per cent of teaching and classroom support is good or better and this leads to good achievement for all pupils.
- Teaching of ICT is very good and the subject contributes significantly to work across the curriculum.
- Pupils' attitudes to work and their relationships with each other and with adults are very good.
- The school provides very well for pupils' personal (including spiritual, moral and social) development.
- The range of extra-curricular provision on offer is excellent, particularly in sport.
- Parents think highly of the school.

#### **What could be improved**

- Pupils' attainment in writing.
- The cohesion of assessment systems and the use made of the information they generate.
- Plans for teaching citizenship.

*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 January 1998. Since that time standards in English, mathematics and science have improved significantly; the proportion of pupils who achieved the national standards in these subjects in 1998 fell well short of national percentages while in the latest tests that shortfall has been fully eliminated in English and virtually eliminated in the other two subjects. Within English, however, standards in writing were low in 1998 and remain so now. Standards in ICT were unsatisfactory; they are now good. The quality of teaching was sound in 1998. It is now good and a significant proportion is very good. Pupils' attitudes and relationships were satisfactory but are now very good. Behaviour was satisfactory and is now good. The school has dealt comprehensively with the key issues from the last report and, taking account of all of these features, improvement since the last inspection has been good. The capacity for further improvement is also 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
	2000	2001	2002	2002
English	E	D	C	C
mathematics	D	E	D	D
science	C	C	C	C

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

In the 2002 tests, Year 6 pupils attained standards in English and science that mirrored both those in all schools nationally and those in similar schools. Standards were a little below average in mathematics. In each subject the proportion of pupils achieving the higher level, Level 5 was close to the national average. In broad terms the school's improvement in test results over time is in line with that taking place nationally. The school set challenging targets for attainment in English and mathematics in 2002 and exceeded them. Equally challenging targets are in place for 2003 and pupils are on track to meet them.

Inspectors find that standards in English meet national expectations overall; in reading and listening they exceed national expectations; they meet them in speaking but fall significantly short of them in writing. Standards in mathematics and in science meet national standards. Standards in ICT have risen and now exceed expectations, as they also do in art and design and in design and technology. In all other subjects, including religious education, pupils attain as expected.

Throughout the school, pupils of all abilities achieve well in relation to their potential to do so.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. A real work ethic is evident throughout the school and pupils are actively involved in their own learning and interested in how well they are doing.
Behaviour, in and out of classrooms	Good. Pupils behave well in the classroom, in the playground and in the common areas of the school.
Personal development and relationships	Very good. Pupils are well mannered, polite and amenable. They socialise well with their peers and with all adults and they know how to share, negotiate, compromise and empathise.
Attendance	Good overall. Attendance is in line with the national figure and better than that of the local education authority. Unauthorised absence is very low; one-fifth of the national average.

## TEACHING AND LEARNING

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

Teaching was good or better in over 80 per cent of lessons, very good in one third, and virtually none was unsatisfactory. Literacy and numeracy skills are all taught well in English and mathematics lessons and these skills are well used in other subjects. Teachers manage pupils very well and foster encouraging, positive relationships with them, creating a happy working environment. Teachers' expertise is used well, particularly in ICT and physical education but also in the setting system used for English, mathematics, science and ICT. Marking is not always used to best effect, particularly in the development of writing skills. It does not give pupils sufficient guidance for improvement and is not clearly enough linked to the good system of target setting for pupils that the school has introduced.

The school meets the needs of all pupils well. Specific gifts and talents are fostered through setting pupils on prior attainment, through the use of staff expertise and through the range of extra-curricular activities on offer. Pupils with special educational needs are supported well, particularly through the work of skilled classroom support staff, all of whose time is dedicated to these groups.

Pupils of all abilities learn well. This is because they are well taught and because all teaching and support staff work hard to ensure that all pupils flourish and achieve well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school offers a rich curriculum with excellent opportunities in extra activities. The school has purchased a commercial scheme for teaching citizenship and is adapting it to the needs of the school. These plans have yet to be formalised and fully implemented.
Provision for pupils with special educational needs	Good. Pupils are supported well through the commitment of class teachers and the good work of support staff, all of whose time is dedicated to them.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. Provision for spiritual, moral and social education is very good. Cultural provision is good overall although the multicultural element is satisfactory.
How well the school cares for its pupils	Good. All staff know pupils and care for them well. Pupils' personal progress is recorded well, informally. Teachers' assessments of pupils' academic attainment are invariably good, particularly in English and mathematics. From a whole school perspective, however, insufficient data is collated for the school to track and compare the progress made by individuals, groups, classes and year groups. Hence it does not yet have the best possible information on which to base future action.

The school works well with parents, offering them plentiful information and opportunities to find out about how and what their children are taught. Parents appreciate the good work of the school and think highly of what it offers their children. Parents' support can be seen through their fund raising efforts: £3,000 in the last year to buy books for the library.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has successfully created a powerful team spirit and has skilfully nurtured teaching to improve it from the satisfactory standards of the last inspection. He has a clear and realistic vision for the future development of the school, which focuses equally on the academic and personal development of every pupil and on the creation of a love of learning.
How well the governors fulfil their responsibilities	Good. The governing body provides good overall support. In particular, leadership by the chair of governors and the chair of finance is very good.
The school's evaluation of	The school celebrates its strengths but is realistic about its performance



its performance	and refreshingly honest about areas that need improvement.
The strategic use of resources	Resources are used well. The skill of classroom support staff with pupils who have special educational needs and the particular expertise of some staff (co-ordinators for ICT and physical education for example) provide very good opportunities for pupils to develop skills in these areas. Best value is actively sought.

### **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<p>Ninety per cent or more of the parents who responded felt:</p> <ul style="list-style-type: none"> <li>• their child likes school, behaves well, is expected to work hard, makes good progress and is helped to become mature and responsible;</li> <li>• the quality of teaching is good, the amount and type of homework is about right and the range of activities on offer outside lessons is good;</li> <li>• the school is well led and managed, it works well with parents and all staff are approachable.</li> </ul>	<p>Parents had no significant concerns.</p>

Inspectors support all the positive views of parents.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. The 2002 national test results show that pupils achieved standards in English and science that met both national standards and those of similar schools. Results in mathematics were just below average but the school has subsequently taken action to address this shortfall. The proportion of pupils achieving the higher level, Level 5, was close to the national average for each subject. Inspectors find that attainment in all three subjects now meets expectations.
2. This represents a significant improvement since the last inspection (1998) when test results in all three subjects fell short of national percentages, particularly in English and mathematics. In percentage terms, since 1998 the increase in the proportion of pupils achieving the national expectation, Level 4, has been 25 per cent in English, 30 per cent in mathematics and 24 per cent in science. Improvements of this magnitude significantly outstrip those nationally and those within Nottinghamshire local education authority. Pupils who have been at the school from Year 3 to Year 6 make at least the progress expected nationally; two National Curriculum levels.
3. In English there is a variation in pupils' attainment in the four components of the subject. Standards in reading are good. This is demonstrated in the 2002 test results, which show that while 80 per cent of pupils nationally attained Level 4, the percentage at Sherwood was 89 per cent. It is mirrored in inspection findings. Standards in writing are not good enough. Level 4 or above was achieved by 46 per cent of pupils whereas the national average was 60 per cent. These low standards are also mirrored in inspection findings. Standards in speaking are satisfactory and in listening they are good.
4. Standards in mathematics continue to improve and are now average at the end of Year 6. Several factors have contributed to this improvement: the subject expertise of staff has increased, the quality of teaching and planning has improved and setting arrangements are helping to match the work more effectively to pupils' differing learning needs.
5. Standards in science are also average at the end of Year 6 across all elements of the subject, including investigative work. Pupils' achievement is good, as they have usually come into school with below average attainment. This good achievement relates to pupils of all abilities.
6. Attainment on entry to the school is below expectations overall, but in speaking and writing it is well below expectations. From this low baseline, achieving average standards represents good progress. The school sets challenging targets. In 2002 it exceeded them in English and mathematics by eight and two per cent respectively. The 2003 targets present an equal level of challenge and pupils are on track to meet them.
7. The school is vigilant in monitoring the comparative achievement of its boys and girls. There is no significant difference between the two groups in any subject. Pupils of both genders and all abilities have very good attitudes to learning. They are interested in how well they are doing and the introduction of performance awards (see full details in the Teaching and Learning section) has given them a much greater insight into their achievement at the time and where they need to go next.
8. The progress made by pupils with special educational needs is good, matching that made by others in the school. The deployment of all classroom support staff to work with these pupils is the key feature of this success.
9. The school recognises those pupils who are gifted and talented and caters for them in a range of ways. Setting for English, mathematics, science and ICT ensures that they are challenged academically and, when necessary, Key Stage 3 resources are borrowed or purchased. In addition, the wide range of extra-curricular activities on offer, particularly in sport and music, allows pupils to explore their talent or interest.

- Standards in ICT have risen significantly since the last inspection when they were judged to be unsatisfactory. ICT is very well integrated into the curriculum and standards now exceed expectations. Standards in art and design and in design and technology also exceed expectations. In all other subjects pupils attain as expected. Literacy and numeracy skills are sound.

### **Pupils' attitudes, values and personal development**

- Pupils have very good attitudes to learning. Their good behaviour and the very good relationships are strengths of the school. All have improved since the last inspection.
- Pupils' very good attitudes to - and enthusiasm for - school life contribute very effectively to their learning. Nearly every parent who returned a questionnaire agreed that their child likes school and inspection evidence supports this. Pupils show an interest in lessons, co-operate well in group-work and are appreciative of the work of others; amply demonstrated in a Year 6 English lesson and in Year 4 ICT lessons when interaction and listening to the contributions of others were key features. Pupils enjoy their work and this leads to much greater progress being made.
- Pupils' behaviour is good. They move around the school in an orderly manner and are polite and courteous. They show appropriate respect for adults and a good level of self-discipline when in school and in the playground. This good behaviour in classrooms means that little time is lost and the quality of learning continues at a high level and with very little disruption.
- There are warm and friendly relationships throughout the school. The pupils relate very well to each other and to adults. The staff provide and set excellent examples of professionalism to pupils. As a result of relationships of this quality, learning is greatly enhanced.
- Personal development is very good. Ninety-nine per cent of parents agreed that the school helps their children become mature and responsible. Pupils develop in self-confidence and are willing to carry out duties in class and around the school. For example, two Year 6 girls volunteered to be sound technicians for the school's 'Pop Stars' competition, Year 6 act as mentors when the Year 3 pupils start in September and there is an active school council. These and other features contribute productively to the way in which pupils learn, not just academically, but about wider issues.
- Pupils' attendance is good and is above that of similar schools in the local educational authority. During the week prior to inspection it was well above the national average. Parents taking their children away on holiday in term time accounts for most avoidable absence. The rate of unauthorised absence is well below the national average. The majority of pupils are punctual and registration is completed quickly and efficiently before morning and afternoon sessions.

### **HOW WELL ARE PUPILS TAUGHT?**

- The quality of teaching is good; in over 80 per cent of lessons observed it was good or better; in one-third of the lessons it was very good and there was virtually no unsatisfactory teaching. This is a significant improvement since the last inspection when the majority of lessons were satisfactory.
- Teachers have good subject knowledge and particular expertise amongst staff is used intelligently. This is especially true in ICT and also in physical education, where a teacher who has her own class every morning teaches throughout the school each afternoon. It is also evident in the setting system where, for example, staff skilled at teaching pupils with special educational needs work really productively with them. This is particularly true in Year 6. All staff teach the basic skills of literacy and numeracy well.
- Planning is adequate. In lessons teachers routinely explain clearly to pupils what it is they are to learn. Success against these objectives is always checked in the 'wrap-up' session at the end of the lesson. In addition to having targets for individual lessons, pupils have 'small step' sets of targets, each set linked to one-third of a National Curriculum level (Level 3c, 3b and 3a, for example). Achieving a 'set' is awarded twice yearly with bronze, silver, gold and platinum awards (three of each) that build into a complete set as pupils progress through the school. This is an excellent feature as it makes pupils much more aware of how well they are doing and what they need to learn next.

20. Teachers have appropriately high expectations of pupils and the work they set challenges them appropriately. The fact that pupils with special educational needs are supported in every English and mathematics lesson means that while activities are always intended to challenge – and do so - these pupils are guaranteed success because a little help and encouragement is always at hand. The most able are also challenged. For example, Year 7 materials are used, when appropriate, for pupils in Year 6, particularly in mathematics.
21. Teachers manage pupils very well; this is a key strength in the quality of teaching. Relationships between pupils and teachers are very good; in almost every classroom, there is an impressively delightful and productive rapport. Some pupils present their teachers with challenging behaviour but staff have a repertoire of strategies at their fingertips and all are capable of channelling potential disruption into something productive.
22. Lessons begin promptly and are conducted at a brisk pace. Good use is made of resources. Very good use is made of the ICT suite for activities that amply demonstrate the sterling work the school has done to really integrate this subject into the full curriculum. Year 6 pupils, for example, used an editing facility to help them change the formal language of a passport application form into informal language. Because both the original and the replacement remained visible on the screen, they had a ready-made glossary of terms.
23. The way that lessons are used to enhance pupils' personal development is impressive. For example, Year 4 pupils were learning to identify moral and social issues in stories and then to think about – and write – an ending to a dilemma that described how different characters would deal with a situation. The dilemma selected by the teacher focused on bullying. In a very good Year 6 literacy / ICT lesson, success was only possible if pupils worked as a team when collecting, assessing and reporting on information related to a road traffic accident. Lessons throughout the school provide frequent opportunities for pupils to work together. By Year 6 it is very clear that pupils are ready to share, listen to others' views, negotiate and compromise. These skills will serve them well in the future. All teachers make very good use of paired work, giving pupils the opportunity to try out their ideas on a friend before speaking out in front of the class.
24. Although it is satisfactory overall, marking is a weak feature of teachers' work, relative to the many good and very good features. Particularly in relation to pieces of writing in literacy, marking does not point the way forward for pupils as well as it should. It does not refer often enough to pupils' targets and so the full potential of these for facilitating progress is not always realised. Homework is set regularly and makes a good contribution to pupils' learning, particularly in mathematics and English.
25. Teaching assistants make a valuable contribution to the overall quality of teaching. Their time is fully dedicated to supporting pupils with special educational needs. Support staff are knowledgeable, committed and good at what they do. Pupils with special educational needs, whether for learning, for behaviour or for both, benefit from their support, encouragement and tuition.
26. Pupils' very good attitudes to work serve them well. They are visibly enthusiastic learners and there is a real work ethic in this school. Pupils want to learn, they work studiously and at a good pace. Pupils of all abilities sustain concentration throughout lessons and continue with their work even when their teacher is helping others in the class. They have an accurate idea of how well they are doing and can explain clearly which of their mini-targets have been 'signed off' and which require more work. These features contribute to the good progress they make.

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

27. The curriculum is broad and balanced and provides pupils with a good range of learning opportunities. It meets statutory requirements for the National Curriculum and religious education, including the use of ICT by other subjects. Throughout the school, pupils are set for the four core subjects of English, mathematics, science and ICT. In Year 6 the two classes are divided into three sets each morning. This helps to match work closely to pupils' differing learning needs. In Year 5 there is a similar three-group arrangement for mathematics. In addition, there is specialist teaching of games for each class

- for one afternoon per fortnight. The school's commitment to providing a broad curriculum is reflected in the above average standards in art and design and in design and technology.
28. Curricular arrangements for pupils with special educational needs are good. The work of classroom support assistants is designated to helping these pupils and the setting arrangements that operate in the key subjects of the curriculum mean that help is available in every English, mathematics, science and ICT lesson for pupils who find learning difficult.
  29. There is a satisfactory programme of education for personal development and knowledge of drug misuse in Year 6 and an equally effective programme of sex education in Year 5. There is a clear, well-structured, long-term curriculum plan for each year but this does not include religious education (as the school is awaiting the imminent publication of a revised locally agreed syllabus) or citizenship. The school does not yet plan systematically for citizenship. Given its declared intention of 'preparing children to play their part in a local, national and global context' the school development plan rightly recognises the importance of formalising this planning. Already, however, the school council is making some contribution to citizenship education, as pupils are actively involved in improving the school. Provision is sound for personal, social and health education; it is taught through some specific lessons, special programmes, other subjects, assemblies and the general work of the school.
  30. Teachers base their lesson planning on national guidance but the school does not have a system of customising this to the school by selecting the best ideas from lessons and recording these in its medium-term planning for use in future years. Teachers' short-term planning is not of a consistently good quality and, occasionally, learning objectives are too general and details of learning activities are not included. However, the headteacher is aware of this and is dealing with it.
  31. A high proportion of the school's pupils are involved in the excellent range of extra-curricular activities that includes several sports, a choir and clubs for wildlife, chess, craft and 'cyclability'. Within the wide range of sports, pupils have good opportunities for competitive matches. Study support is provided through a mathematics club for Year 6 pupils. Visits and visitors also enhance provision.
  32. The school's good links with the local community promote opportunities for learning. The school grounds and surroundings benefit from its involvement in Warsop in Bloom and pupils have opportunities for musical performance in the Warsop Carnival. The local environment is used for fieldwork in history and geography: good use of the local high street and a nearby mining village for work in geography and role-play at Newstead Abbey for history, for example.
  33. There are some good, useful links with local schools. With the secondary school to which most pupils transfer there are curricular links for English, mathematics and ICT and this school has provided Sherwood Junior with some learning resources. There are good and growing links with the infant school; older pupils visit for shared reading and act as buddies to the infant pupils when they transfer to the junior school. Teachers and teaching assistants liaise effectively to ensure that pupils' transfer between schools is as smooth as possible.
  34. The school has successfully addressed the key issue from the last inspection by adopting national guidance as its schemes of work and these now contain sufficient details of what should be taught. The school has strategies that help ensure that lessons build on pupils' prior learning although these are not always implemented consistently in each class.
  35. The school's assemblies are the key focus for spiritual development, which is very good. Pupils are taught to respect and value each other. They listen carefully to the talk. Circle times are used to promote spiritual values; pupils listen and learn to respect the beliefs of others. Plenary sessions at the end of lessons are often used well to encourage reflection on what they have learned and to develop an awareness of their own self-knowledge.
  36. Provision for moral development is also very good. All adults provide very good role models and the school's positive behaviour policy is consistently upheld. Pupils are provided with clear guidance on distinguishing right from wrong and for considering others' feelings; for example, during a Year 6 religious education lesson when they studied the idea of forgiveness.

37. Provision for social development is also very good. Pupils are encouraged to relate very well to each other. In many subjects they are given opportunities to work actively in groups. They learn the give and take of working together and the value, sometimes, of compromise in their ideas. Pupils take responsibility for aspects of school life through the school council.
38. Provision for pupils' cultural development is good. They are made aware of their own heritage, for example through work in history and through visits to churches and museums, with special emphasis on the local coal mining culture. The school's production based on 'The War Years' was a big success when the pupils performed at the local British Legion. They develop a wider perspective on life through their studies of other cultures and different religions. The school has rightly identified this as an area it wishes to develop further. Currently, it is satisfactory.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

39. The school takes good care of its pupils. It has established a family atmosphere, which includes all members of its community in a calm and safe environment in which they can flourish and achieve their best. Parents are very pleased with the way the school supports and encourages their children. From the time they enter the school, all the pupils rapidly become known to the adults. Their individual strengths and weaknesses are identified. Older pupils play a significant role in welcoming and supporting the younger pupils. The Year 6 pupils are mentors for Year 3 pupils when they join the school. This successfully develops confidence and a sense of belonging to the school community.
40. The standard of care provided by the teaching and non-teaching staff is good. The school has a suitable policy for child protection and all the staff are aware of their responsibilities. There are good health and safety procedures in place. Fire drills are carried out regularly. Teachers are conscientious in the supervision of pupils in their class. There are satisfactory arrangements for administering first aid and dealing with accidents or sickness. There is an ethos of care, order and structure, which is emphasised in the school's expectation and the response in daily assemblies. The parents value this.
41. Procedures to monitor attendance are satisfactory. The registers are monitored regularly and although appropriate procedures are followed for investigating unexplained absences this does not routinely happen on the first day of absence. The educational welfare officer and parents are contacted when a pupil's absence or punctuality shows cause for concern.
42. The school expects and achieves good standards of behaviour. The procedures for monitoring and promoting such behaviour are also good. The pupils move around the buildings in an orderly manner and they are polite and courteous. Pupils, staff and parents know the rules and sanctions and parents are informed of all instances of their child's inappropriate behaviour. Pupils know that any incidents of bullying, racism or unacceptable conduct will be dealt with promptly. This expectation ensures that pupils' energies are concentrated on improving their learning and that time is not wasted on dealing with misdemeanours.
43. Pupils' personal development is well promoted through the staff's knowledge of their pupils. This encourages the very good relationships throughout a school where everyone is cared for and valued. This, in turn, encourages a positive attitude to learning.
44. A good range of assessments is carried out in English and mathematics, including the use of non-statutory tests in Years 3 to 5. In addition, pupils are given achievement awards each year for reading, writing and mathematics. These awards are carefully graded and linked to National Curriculum levels and pupils know the criteria for the achievement of each award. In the best practice, teachers monitor pupils' progress towards these targets and give feedback in their marking. This, however, is too infrequent at the moment. For some subjects, including ICT and physical education, there are sound assessment systems that track the progress of individual pupils. For other subjects, such as history and geography, there are no whole-school procedures. Only a few subjects have portfolios of pupils' work that demonstrate the expected standards for each year.
45. Procedures for assessing pupils' attainment and progress are satisfactory overall. However, the use made of the information that the assessments generate is limited. This is because:

- the information that is recorded is insufficient. It does not incorporate pupils' long-term targets, checks on progress towards them and 'value added' data to see whether these and shorter-term targets are being met;
  - at the moment there is no facility, for example, for comparing the progress being made by individuals, groups, classes and year groups; and
  - data are recorded as National Curriculum levels or sub-levels and this limits the analysis that can be undertaken; it is difficult to analyse the average progress of each class in writing, for example.
46. The use of assessment information to guide curricular planning is satisfactory. Teachers add assessment notes to their short-term planning for English and mathematics, or use a colour-coded system to record their assessments of pupils' progress.
47. The school has addressed the key issue from the previous inspection by establishing arrangements for recording assessments of pupils' progress in reading, writing and mathematics together with ICT and specialist physical education. This information is usually used well to plan pupils' next steps of learning.

### **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

48. Responses to the parents' questionnaires indicate how very highly they think of the school. The inspection evidence supports the parents' extremely positive views.
49. Parents receive good quality information about the school and its curriculum. The prospectus presents key information in an interesting way and parents are kept up to date with school affairs through the weekly newsletter. The annual progress reports inform them of what pupils know, understand and can do. They have the opportunity to discuss their child's progress at the termly consultation evenings. Each term, parents are informed both of the areas of curriculum to be covered and of their child's individual targets in reading, writing and mathematics. The governors' annual report gives a clear picture of school life in the preceding year.
50. Parents support their children's learning at home by supervising any homework set for them and listening to them read. There is an active friends' association that, through its fund raising events, has raised £3,000 for books. A number of parents regularly help in the classroom, escort pupils swimming and assist on educational visits and residential trips.

### **HOW WELL IS THE SCHOOL LED AND MANAGED?**

51. The success of the school is founded on the very good leadership and management of the headteacher and key staff. The monitoring, evaluation and development of teaching are very good. Teaching has been carefully and successfully nurtured to ensure improvement since the previous inspection. As a result, standards have risen in English, mathematics, science, art and design, ICT and design and technology. Targets for the whole school are clear and embedded within the whole school development plan. Everyone has ownership of these intentions and this combined effort is very successful in ensuring that pupils achieve their full potential. The leadership in the school promotes clear educational direction with very good reflection of the school's aims and values in its work. The headteacher has successfully built a strong team with a shared vision and desire to succeed. Future plans for the school are clear and realistic, focusing on pupils' well-balanced development in learning skills for life.
52. The governing body is well informed about the areas of development and the strong features that characterise the school. It offers a good level of support, especially in the leadership provided by the chair of governors and chair of finance.
53. The headteacher has a high profile within the local community and ensures that the school plays an active role in the many local events. He has adopted an innovative approach to including the school in as many out-of-school activities as possible. The community is actively encouraged to use the school facilities whenever possible and this in turn has generated valuable extra income. The school is inclusive, paying due regard to the different needs and talents of its community. Every effort is made

to ensure that all pupils have equal access to the full range of activities provided. Both the headteacher and deputy headteacher speak eloquently about their shared vision for the future of the school and its pupils, both in the short and long term.

54. Having improved the quality of teaching in the school, the headteacher has analysed pupils' attainment carefully and has identified that, at times, more able pupils do not always achieve their full potential in statutory tests. These concerns are being carefully monitored and the setting arrangements in English, mathematics and science go some way to alleviating these and to raising attainment. There is a very good level of respect, mutual tolerance and understanding in the school. This very strong ethos is generated by the headteacher, the high profile he maintains in the school and the commitment to nurture and develop each pupil as an individual. The effective partnership between the headteacher and the deputy headteacher is very focused on achieving these aims.
55. Performance management and the way it has been introduced and organised in the school is very good. There are very clear targets set for all members of staff which create a cohesive link with whole school targets, as identified within the school development plan. The school has received the 'Investors in People' award of which the assessor states, 'It is the best example of an Investors in People organisation that I have encountered'.
56. Careful financial planning supports educational developments very well. The school uses all the money at its disposal wisely and the headteacher, chair of the governors' finance committee and the office manager are aware of the need to get best value for pupils. In this they are very effective. The quality of financial control is very good. School administration by the headteacher and office manager is impressive; efficient and effective.
57. There is a good match of staff to the requirements of the curriculum. As well as fostering the pupils' skills and talents, there is a very good understanding of the strengths in the staff team and these are used very well. For example, in physical education, ICT and design and technology, the staff's skills provide the pupils with good learning experiences. The deployment of classroom support staff is the key strength in the good provision for pupils with special educational needs. Staff development is a strong feature in the school. Several ex-members of staff have moved to promoted posts; the school provides good support for new and inexperienced staff and there is good potential to train new teachers. The delegation and contribution of staff with management responsibilities are good.
58. Accommodation, both indoors and outside is good. There are two halls, although these spaces are not particularly large especially when used by older pupils. The outdoor areas, including the field, provide a very good variety of surfaces, space and locations for lessons. The outdoor area is used well in other areas of the curriculum; for example the pupils are proud of their school environment and they protect the pond life, plants, shrubs and trees growing in the school grounds. Resources, overall, are satisfactory and used well; they are good in mathematics and very good in ICT. The ratio of computers to pupils is adequate and excellent use is made of them. Library resources are sound. Resources in religious education have been improved and are now satisfactory.
59. The headteacher is conscientiously supported by the governing body, which fulfils its statutory duties and responsibilities well. Governors play an active role in shaping the direction of the school; its priorities for development are good and action is backed by secure financial planning. The strengths of the school are acknowledged and praised, but this is balanced with realism and a candid approach to areas for development. Within the school there is a clear commitment and capacity to succeed. The school's procedures for monitoring and evaluating performance and taking effective action are good, and the principles of best value are employed rigorously. Technology is used well in general administration, such as in monitoring attendance.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

60. The headteacher, staff and governors should:
  - (i) Improve standards in writing by:
    - ensuring that the writing opportunities open to pupils over time are optimum;



- encouraging pupils to provide longer and more detailed responses when speaking; and
- using marking as a more diagnostic tool in helping pupils to make progress, particularly by linking it more closely to their achievement targets.

*(Paragraphs 24, 64)*

(ii) Improve the quality of the assessment systems and their use by:

- linking the several systems already in place in the school to form a cohesive whole;
- establishing and integrating simple systems for subjects where none exists; and
- using the information generated to help to raise standards.

*(Paragraph 45)*

(iii) \*Formalise the plans for citizenship and implement them.

*(Paragraph 29)*

\*This has been identified in the school development plan.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed

45
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Number of discussions with staff, governors, other adults and pupils

30
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### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	15	22	7	1	0	0
Percentage	0	33	49	16	2	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
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Number of pupils on the school's roll (FTE for part-time pupils)	249
Number of full-time pupils known to be eligible for free school meals	37

FTE means full-time equivalent.

#### Special educational needs

Y3 – Y6
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Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	65

#### English as an additional language

No of pupils
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Number of pupils with English as an additional language	1
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#### Pupil mobility in the last school year

No of pupils
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Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	5.5

#### Unauthorised absence

	%
School data	0.1

National comparative data	5.4
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	41	26	67

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	32	25	34
	Girls	19	22	23
	Total	51	47	57
Percentage of pupils at NC level 4 or above	School	76 (68)	70 (55)	85 (88)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	26	29	34
	Girls	22	20	23
	Total	48	49	57
Percentage of pupils at NC level 4 or above	School	72 (62)	73 (59)	85 (77)
	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	247	0	0
White – Irish	0	0	0
White – any other White background	1	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	0	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	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	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)	10
Number of pupils per qualified teacher	31
Average class size	31

#### **Education support staff: Y3 – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	113

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2002
	£
Total income	534,772
Total expenditure	528,312
Expenditure per pupil	2,248
Balance brought forward from previous year	34,617
Balance carried forward to next year	41,077

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
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	249
Number of questionnaires returned	130

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	28	2	1	2
My child is making good progress in school.	66	32	0	0	2
Behaviour in the school is good.	57	42	2	0	0
My child gets the right amount of work to do at home.	57	33	6	1	2
The teaching is good.	75	25	0	0	1
I am kept well informed about how my child is getting on.	48	41	9	0	2
I would feel comfortable about approaching the school with questions or a problem.	79	18	2	0	1
The school expects my child to work hard and achieve his or her best.	82	18	0	0	1
The school works closely with parents.	58	35	5	0	2
The school is well led and managed.	77	22	0	0	1
The school is helping my child become mature and responsible.	68	31	0	0	2
The school provides an interesting range of activities outside lessons.	79	18	0	1	2

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

### **ENGLISH**

61. Test results in 2002 indicated that standards matched those nationally and those in similar schools. This was also the finding of the last inspection in 1998. Since then, however, the school has been successful in eliminating a substantial shortfall against national standards. The proportion of pupils achieving the expected level, Level 4, has risen by 24 per cent while, over the same period, the national improvement has been about one-quarter of that. This represents good improvement. Inspection findings confirm these overall average standards but indicate clearly that there are strengths and weaknesses amongst the four distinct areas that make up the subject. Standards in reading and in listening are good; standards in speaking are satisfactory but those in writing fall significantly short of the national average. In the 2002 tests, for example, 60 per cent of pupils nationally achieved Level 4 in the writing test while the percentage at the school was 46.
62. Pupils listen attentively to their teachers and respond well to the high expectations of them. They follow instructions even when, as is often the case, they are presented at a rapid pace. Year 6 pupils, for example, kept up with quick fire instructions when they were using computers to help them translate formal into informal language. Standards in speaking are satisfactory. Pupils do not always find it easy to give full answers and the co-ordinator is aware of a need to focus on this element of English as one means of improving writing standards.
63. In the 2002 tests, 89 per cent of pupils achieved Level 4 or above as compared with 80 per cent nationally. Performance was better than that nationally at both Levels 4 and 5. The school has successfully raised attainment, not least through the valuable work of the classroom support staff with pupils who have special educational needs. In some classrooms, guided reading sessions have been withdrawn from the literacy hour and allocated a dedicated slot. This worked particularly well in Year 4 where the teacher and her assistant each worked with a group while the three other groups in the room read quietly to themselves, or learned to spell some new words. The quality of these sessions was very good. The school has worked hard and successfully to ensure that pupils' ability to read a text does not outstrip their ability to understand it. There are plenty of attractive books available to pupils; a sensible mixture of fiction and non-fiction.
64. Writing standards are unsatisfactory because, by the time they leave the school, only a minority of pupils are working at the level expected nationally. The school has tried hard to address this weakness and some initiatives have had an impact. For example:
- the quality of presentation in the current Year 6 is better than that as represented by the marks in the 2002 national test;
  - pupils do have opportunities to write in subjects of the curriculum other than English and these provide a chance to practise and consolidate the skills that have been well taught in literacy lessons;
  - pupils now have targets linked to a whole school prestigious bronze, silver, gold and platinum award system, that track their progress from Level 2c to Level 5+, using a series of certificates; and
  - pupils are set for English lessons.

There are areas, however, that have not yet been tapped. For example:

- being certain that, viewed as a whole, the writing opportunities open to pupils over time are at the optimum;
- in oral sessions, encouraging pupils to provide longer and more detailed answers to questions in subjects across the curriculum;
- using marking as a much more diagnostic tool in helping pupils to make progress. At the moment it is used to acknowledge work, to praise it, sometimes to criticise or reprimand, but too infrequently to note precisely what has been achieved and to highlight the next step;
- ensuring that writing is frequently and well enough modelled for pupils; and



- linking marking more closely to pupils' targets.
65. The quality of teaching is good overall and sometimes very good. The best teaching was quickly paced. The most delightful element was the rapport that existed between the teacher and the pupils; it presented as a shared learning journey which both were keen to enjoy. There were no significant weaknesses in the lessons seen, although it was pace and rapport that defined the weakest from the best. However, the nature of the lessons was such that no examples were seen of dedicated guided writing sessions and it is not entirely clear as to whether this aspect of the literacy hour is doing the job it should. ICT is well integrated into this subject.
  66. The work of classroom support assistants is good. Their time and support is targeted to pupils with special educational needs and these pupils make good progress as a result. Support staff are skilled at supporting teachers and adapting work to meet the needs of the group with whom they are working.
  67. Pupils are taught in groups based on prior attainment: three groups from the two classes in Year 6 (where the skill of a part-time teacher is used to very good effect) and two groups in each of Years 3, 4 and 5. The system works well; the setting system and teachers' planning ensures that work is well matched to ability and, because all of the pupils with special educational needs are grouped together, the teaching assistant for that year group can support these pupils in every literacy lesson.
  68. Pupils' literacy skills support work in other subjects. In broad terms there are regular writing opportunities in science, geography and history and some in religious education, personal, social and health education and in design and technology. What does not work so well, however, is the extent to which teachers' expectations of pupils' writing in these subjects maintain the high standards of writing that would pertain to English lessons. Requirements, for example, for pupils to use joined script and to write neatly and in sentences are less rigorously applied outside English lessons than in them.
  69. The subject is being well co-ordinated at the moment – jointly by two members of staff - prior to the retirement of one of them. This overlap is useful and there are some ideas for the further development of the subject. Resources for the subject are wholly adequate. Staffing is good. Expertise is used in the setting arrangements and the deployment of an additional member of staff in Year 6 is most beneficial.

## **MATHEMATICS**

70. In the 2002 national tests, the results of Year 6 pupils were below the national average for all schools and for similar schools. The results for boys and girls were similar. The 2002 results were a significant improvement on the results for 2001. The standards of the current Year 6 pupils are now at the national average and this represents good improvement since the last inspection. The subject expertise of staff has increased and the quality of teaching and lesson planning has improved. The current introduction of the national guidance on unit planning should result in further improvements. In Years 5 and 6, the two classes in each year are divided into three mathematics sets and this is helping to match the work more effectively to pupils' differing abilities. The co-ordinator is well informed and keeps staff up to date.
71. Pupils have a good range of recorded work for all the required aspects of mathematics. Pupils from every range of attainment, including those with special educational needs, make good progress and achieve well. Many higher-attaining Year 6 pupils have a secure knowledge and understanding of fractions and, for example, order proper fractions correctly. They work out percentages and fractions of quantities and carry out investigations that involve algebra. Many calculate areas and perimeters accurately and solve problems that involve the use of ratio. Most pupils in this group are working at levels above those expected and the school utilises Year 7 resources to accommodate them. Average-attaining Year 6 pupils are working at the expected levels; many work accurately with decimals to two places and calculate the areas of compound regular shapes. They add and subtract confidently with four-digit numbers. A few lower-attaining pupils in Year 6 are working at the expected levels for their ages but most are working at standards that are below average. A few calculate the perimeters and areas of rectangular shapes, but many are not confident with the four and six times tables. Most solve problems that require addition and subtraction with two-digit numbers.

72. The quality of teaching and learning is good. In almost all lessons teachers set pupils challenging work that pushed them to extend their learning or to apply it to new situations. However, the exercise books of some pupils included examples of work where practice continued at length even after pupils had clearly mastered the skill. All teachers explain the learning objectives at the beginning of lessons and ensure that pupils know what they mean. Teachers often encourage pupils to consider the use of different strategies to solve problems and give them opportunities to explain the methods that they have used. In some lessons, pupils have good opportunities to work in pairs or small groups to solve problems and this helps ensure that all are actively involved in learning. Class management is always effective in creating an environment that encourages learning and maintains focus. Homework builds on and extends what pupils have been learning in their lessons. Sessions at the end of lessons are often well planned and provide opportunities to assess pupils' learning and to reinforce the key teaching points. Teaching assistants provide effective support for pupils, including those with special educational needs. Teachers' explanations are usually clear and involve the contributions of pupils. In one very good lesson, the learning resources enabled higher-attaining Year 6 pupils to work practically with fractions and to revise and reinforce all aspects of this work. Most lessons are fun and pupils enjoy their work. There were weaknesses in the teaching of a few lessons: a lack of clarity and challenge in the task set; setting the whole class the same task when some pupils needed more demanding work; and not monitoring the work of some pupils who had made errors. Numeracy supports work across the curriculum well.
73. Marking of pupils' work is regularly undertaken but rarely gives guidance about how to improve standards or what to do to achieve the next award in mathematics.
74. There is a good system for assessing pupils' learning and recording their progress. In each class, pupils are given performance awards yearly and the awards are closely linked to different National Curriculum levels. Parents and carers receive good levels of information about the mathematics that their children are learning. The headteacher and another teacher share the good leadership and management of mathematics. Monitoring of lessons has been good, but there has been insufficient attention paid to pupils' recorded work. Each teacher has specific targets for the achievement of their pupils by the end of the school year. There is a clear plan for the improvement of mathematics and many of the action points have been achieved.

## SCIENCE

75. By the time they leave Year 6, almost all pupils achieve standards at the expected level for their age. There has been very good improvement since the previous inspection; attainment at Level 4 or above has increased by 25 percent. Standards are now virtually in line with national averages and reflect the attainment in schools in similar circumstances. The pupils' attainment at Level 5 was also close to the national average and there is no difference between the results achieved by boys and girls. Pupils' achievement is good, as they have usually come into school with attainment that is below average. However, pupils identified as having special educational needs also achieve well.
76. In Year 6, the pupils are consolidating their knowledge about classifying groups of animals, for example as amphibians, reptiles and crustaceans. They also revise their use of keys, to identify different groups. More capable pupils are refining their knowledge of what constitutes a 'fair test' and applying this to their study of micro-organisms, for instance testing which conditions are most effective in making bread rise, when yeast is added. In Year 5 they are learning to conduct a 'fair test' with different variables, for example by making changes to temperature, containers and timings, when trying to find the most effective way of dissolving sugar. In Year 4 the pupils are becoming quite adept at giving reasoned arguments for the success or failure of their experiments when studying streamlined shapes and how quickly these can move. In Year 3, pupils are learning to conduct experiments on the strength and durability of materials for a specific purpose.
77. The quality of teaching is good overall, with some examples of very good teaching in Years 5 and 6. The staff have good knowledge and understanding of the subject, they plan and assess appropriately and there is generally a good match of task to the different levels of ability. The pupils are taught in set groups set by prior attainment. There is very good classroom management and good use of resources. Although teaching assistants are deployed well, opportunities to assess the pupils'

learning and note their responses are sometimes missed.

78. The leadership and co-ordination are good, the pupils' work is monitored and teaching is observed, with feedback to staff on strengths and areas for development. Resources are satisfactory, although there is a need for more practical equipment. However, the outdoor space is used well to promote scientific study and the pupils show great interest in the pond life and in plants, shrubs and trees growing in the school grounds. Areas for development, already identified by the school, include a continued focus on practical work and opportunities for the pupils to apply their scientific knowledge and understanding, especially to encourage the use of correct scientific language. ICT is generally used well in science. There are very good examples of the pupils logging data electronically in their scientific enquiry, but this is an area the co-ordinator would like to develop further. Science is used effectively to promote the pupils' spiritual, moral, social and cultural development. Assessment arrangements for science are generally good; staff know pupils well and use assessments to group them for their lessons.

## **ART AND DESIGN**

79. Almost all pupils attain well and their work is above the expected level for their age, by the time they leave Year 6. Their achievement is good; pupils identified as having special educational needs also achieve well and there is no difference between the attainment of boys or girls. Standards have improved since the previous inspection when they were judged to be in line with expectations.
80. In Year 6, the pupils sketch, draw and paint proficiently, for instance to produce very detailed pictures of Rufford Abbey. They have produced very good models, from plaster of Paris type media, of moving figures. In Year 5, they are learning to make tie-dye effects and they use their artistic skills well in collage work. Their still life studies are good, showing a clear grasp of perspective and how to create depth in a picture. In Year 4, linked to work in design and technology, the pupils use their artistic talents to decorate three-dimensional models such as chairs, in their 'take a seat' topic. Year 3 pupils study colour mixing, shades and tones, patterns linking to their work in mathematics and supporting cultural development and also figure drawing and portraits.
81. It is not possible to come to a firm judgement on the quality of teaching as opportunities to see the subject taught were limited. However, from planning and samples of work, it is evident that staff teach basic skills well and plan and assess work appropriately. Leadership and co-ordination in the school is good; the co-ordinator has specialist expertise and is enthusiastic and well informed about the subject. Resources and assessment procedures are satisfactory. Work is assessed at the end of each unit of study, linked to levels in the National Curriculum. The subject is well supported by a range of activities and experiences, such as visiting artists and there are good links with the Harley Gallery in the area. Art and design work in the school is effective in fostering the pupil's spiritual, moral, social and cultural development.

## **DESIGN AND TECHNOLOGY**

82. Almost all pupils attain well and standards are above expectations for their age by the time they leave Year 6. Their achievement is good, including pupils identified as having special educational needs and there is no difference between the attainment of boys or girls. All pupils are involved in the good range of activities provided. There has been good improvement in standards since the previous inspection, when they were judged to be in line with expectations.
83. In Year 6 the pupils are studying design, for example of slippers, classifying designs by purpose, practicality and usefulness. In Year 5 the pupils are learning to design and make pop-up toys using cam mechanisms. Year 4 pupils have studied designs of everyday objects, such as chairs and this work has been successfully linked to history. The finished products of thrones for Henry VIII are good, with clear attention to detail and attractive decoration. They are also learning how to use their skills in cutting and joining to create electrical circuits; this work offers good links to their scientific study. Work in Year 3 covers making packages for a specific purpose, creating 'moving monsters' using pneumatic systems and attractive 'pop up' cards.

84. The quality of teaching is good overall, with some very good work observed in Year 5. Staff have clear ideas about what pupils are expected to learn and they teach the basic skills of design and the use of tools and implements correctly and safely. Lessons are planned appropriately and methods are effective, with a generally good choice of activity to support learning. Resources are used well. Teaching assistants are deployed effectively and give pupils good support. Lessons are well paced and offer a good level of challenge overall; the pupils' respond very well. The subject supports the pupils' spiritual, moral, social and cultural development successfully. For instance, during a Year 4 lesson, to design a circuit for a torch, the pupils burst into spontaneous applause when the circuit was connected and the lamp illuminated.
85. The leadership and co-ordination of the subject are good. There are good opportunities offered for pupils to be involved in activities that use their design technology skills, for example, the technology festival, when they make a range of models. Links with business have enabled them to develop their skills in an exciting and interesting atmosphere, with a very good range of materials, equipment and resources at their disposal. Resources are good, there is an acceptable range of consumable materials and these are replaced frequently. Assessment of the pupils' work is satisfactory. It takes place at the end of each unit of study from national guidelines and is based on levels in the National Curriculum.

## **GEOGRAPHY**

86. Pupils' standards match national expectations for Year 6 pupils, most of whom have a sound knowledge of the Netherlands, including the key features of its human and physical geography. They carry out fieldwork locally as part of their study of rivers and have a sound knowledge of the main features and processes. There is a good link with ICT, which they use to represent data for the river's depth, channel shape and velocity. Year 5 pupils carry out a well-structured enquiry into the possible pedestrianisation of Warsop High Street and know their own views and the views of others about this proposal. They make effective use of PowerPoint to present their findings. Year 4 pupils have good levels of knowledge about the life of people in a village in India and, as part of another unit of study, they create imaginary maps, sound in quality, using symbols and a key. In general, pupils' skills of enquiry are a weaker aspect of their learning.
87. The quality of teaching and learning is satisfactory. A common strength is the effective use of ICT to enhance geographical learning as pupils record their findings with PowerPoint or carry out research using the Internet. Class management is good and creates effective learning environments that result in pupils' good attitudes to learning. Assessment was used well in some lessons and teachers change their planned lessons slightly in response to pupils' misunderstandings. Occasionally, pupils have insufficient opportunities for enquiry, as in a sequence of lessons where the main resource is video and when the learning resources proved slightly too demanding for a few pupils.
88. The teachers base their lessons on national guidance but it has not been adapted to the school's needs, for example, in using the local environment for fieldwork and study. In a few instances, pupils' recorded work consists of many short pieces of factual writing and lacks clear purpose. There is no whole-school system for assessing pupils' attainment and progress. There is a satisfactory range of atlases, map workbooks and textbooks but resources are not organised to match the study units the school teaches. There are some oblique aerial photos of the school but no vertical aerial photos of Warsop that would be useful when, for example, pupils study local land use. In some classes, pupils use road maps for their work when Ordnance Survey maps would be more appropriate. At the time of the inspection, there was no subject co-ordinator. Standards of attainment of the last inspection have been maintained but not built upon.

## **HISTORY**

89. By Year 6 standards match national expectations and most pupils have a sound knowledge and understanding of the main features of ancient Greece; they know about the lives of rich and poor people and the main achievements of some Greek philosophers and scientists. They are aware of the impact of some of the achievements of ancient Greece on life in Britain today. Pupils develop their knowledge and understanding of history well as they move through the school. However, skills of

historical enquiry and understanding of historical interpretation are weaker aspects of their achievement in some years. Sometimes pupils do not have enough opportunities to use a range of sources and to select relevant information to answer questions. In Year 5 pupils have good opportunities to develop their skills in working with a range of sources related to the Second World War; they consider the first-hand experience of evacuees and the wide range of historical evidence during a visit to Eden Camp.

90. No history lessons were taught during the inspection, but the evidence of pupils' previously completed work suggests that teaching and learning are good. Strengths of the teaching and learning include some good opportunities for fieldwork as when Year 5 pupils spent the day in the role of workers' children during Christmas at Newstead Abbey and for first-hand learning when a group of actors enacted aspects of Viking life for pupils in Year 4. Good use is made of ICT and of literacy skills: Year 5 pupils produced letters from different points of view about the lives of evacuees during the Second World War; Year 3 pupils wrote letters in the role of a doctor during the plague; and Year 4 pupils wrote newspaper articles about a Viking attack. There is some good development of pupils' skills in using sources in particular study units, but there is no clear plan to develop these skills across the school.
91. Teachers use national guidance as the basis for planning their lessons but have not yet devised a medium-term plan for local history. The school's long-term plan for history includes more study units than the National Curriculum requires. Learning resources are satisfactory and organised into boxes that match the history study units. There is no whole-school system for assessing pupils' attainment and progress. At the time of the inspection, there was no subject co-ordinator. The standards of attainment of the last inspection have been maintained.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

92. The school has made very good progress since the last inspection in addressing the key issue for ICT. Pupils' standards are now above national expectations at the end of Year 6 and rising. Learning resources are very good and include a computer suite together with a room equipped with an interactive whiteboard and projector. Teachers from each class can book these rooms for the use of their classes for a substantial period of teaching time each week. There is an excellent range of other equipment including data logging probes and a computer microscope. Teachers and teaching assistants have good levels of ICT knowledge and skills, they make effective use of the facilities and all the necessary elements of the National Curriculum are taught.
93. Pupils are making very good progress in ICT throughout the school and standards are rising. Year 6 pupils create multimedia presentations with PowerPoint and the best work combines text, graphics, sound and animation, includes hyperlinks and shows a good awareness of audience. Pupils used PowerPoint to create presentations of their work on European geography but the quality of the geography content did not always match the pupils' high levels of skill in using the software. There is a good range of modelling with spreadsheets, including several mathematical investigations. Pupils use a variety of sensors for data logging when collecting data as part of well-structured scientific enquiries. For monitoring and control work, pupils design a burglar alarm for a model house using different types of sensor and recording their systems as flow charts. A particular strength of provision is that pupils make much use of ICT to enhance their learning in other subjects. For example, in English, pupils edited a Word document and showed their changes using the software's tracking facility. All pupils achieve very well. Pupils with special educational needs achieve as well as the other pupils in many lessons and, where necessary, the tasks are adapted to their needs or they are given additional support. The pupils' use of ICT makes a good contribution to their use of literacy and numeracy skills. For example, Year 3 pupils studied a web site for part of their work on a nearby mining village and this gave good opportunities for them to use their reading skills. Year 6 pupils exchange e-mails with pupils at a Californian school and exchange information about, for example, science experiments.
94. The judgement about the quality of teaching and learning is based on the lessons observed and the evidence from pupils' previously completed learning. Teaching and learning are very good. Teachers have very good subject knowledge and so their explanations and demonstrations are clear and concise. This ensures that pupils have the maximum time working with computers and quickly learn

new skills. For example, Year 5 pupils quickly learn how to annotate photographs with speech bubbles and to add recorded sound to show the results of their geography fieldwork. Teachers and teaching assistants monitor the progress of individuals well and usually use their expertise to help pupils overcome their own problems rather than providing them with answers. Teaching builds carefully on what the pupils already know and can do, gives good opportunities for initiative and enables them to take responsibility for their own learning. Pupils respond very positively to this and show good learning skills. A particular strength of the teaching is the integration of ICT into their teaching of other subjects. Teachers have received some good guidance and advice on this from the co-ordinator.

95. Leadership and management have been very effective in helping to improve the quality of teaching and raise pupils' standards. The co-ordinator has monitored pupils' work and informally monitored teaching. There is a good portfolio of pupils' work from each year group. Teachers base their lessons on national guidance but the school has not yet started to adapt this guidance to its own needs. There is a sound system for assessment and tracking pupils' progress.

## **MUSIC**

96. Almost all pupils attain at the expected level for their age by the time they leave Year 6. Boys, girls and pupils identified as having special educational needs, achieve well. Since the previous inspection standards have remained constant. Pupils generally sing well - particularly in the choir. They have many very good opportunities to express themselves through music and develop confidence and build self-esteem through practising their musical skills and talents.
97. In Year 6, the pupils are developing good skills in creating rhythmic patterns to mirror cyclic rhythms and to accompany these accurately. They study different types of music and are becoming increasingly aware of musical techniques, for instance repeating key phrases in the lyrics and music of a piece to reinforce a message. There is good use of notation in this work to reinforce musical ideas. They study differences within pieces of music such as playing or singing at a slower tempo or a higher pitch. Year 5 pupils are learning to sing and play musical instruments in two parts and in Year 4 simple notation is studied together with different types of music. In Year 3 the pupils learn to recognise rhythmic patterns in music, such as Beethoven's 7th Symphony and are beginning to note these correctly and recognise that notes have different values. Work in Year 3 also covers a study of 'Peter and the Wolf' with descriptions of the storyline and characters and the different instruments used in the piece. The pupils are learning to read musical notation, recognise crotchets and rests and use terminology, such as tempo and pitch, correctly.
98. The quality of teaching is good overall. Staff prepare well for lessons and ensure that they are well informed as to what they are to teach. They teach basic skills, such as handling instruments properly and keeping a regular beat or rhythm to pieces of music. Sharing of equipment, taking turns and being one of a group are emphasised effectively in lessons, useful in supporting the pupils' spiritual, moral, social and cultural development.
99. Leadership and co-ordination are good with clear ideas and educational direction for the subject. Music is used effectively to enrich the curriculum and build self-esteem and confidence. The school uses a commercially produced scheme of work and assessment is linked to levels in the National Curriculum. Pupils' performance in music is assessed at the end of each unit of study. Resources are satisfactory and are used well in lessons, although there are not as many percussion instruments as the school would like. The pupils are active in music within the community; for example they participate in the Warsaw Carnival and sing to senior citizens at a residential home in the area.

## **PHYSICAL EDUCATION**

100. As at the previous inspection, almost all pupils achieve standards that are in line with expectations for their age by time they leave Year 6. Standards in swimming are also in line as most pupils swim 25 metres prior to transferring to secondary school. Overall achievement is good. The pupils identified as having special educational needs also achieve well and there is no difference between the attainment of boys or girls.

101. In Year 6 pupils are learning to control their movements to balance with increasing co-ordination and style. They do this in a good-humoured way, with a great deal of hilarity as they try to sustain increasingly complex poses. In Year 5 they learn to develop their skills in orienteering, use plans to devise routes, lay these for others to follow and then follow routes provided for them. In Year 4 pupils' skills in games, such as throwing, catching and aiming at a target are developing well and they also have appropriate levels of control and co-ordination; several pupils have already developed quite refined overarm throws. In Year 3 the pupils have appropriate levels of control, co-ordination and balance to stretch, devise movements and put them in a sequence.
102. The quality of teaching is good overall with good and well used specialist expertise. The co-ordinator takes lessons on a regular basis in each year group. Subject skills, knowledge and understanding are generally good, lessons are appropriately planned, well organised and teaching methods are effective. The use of assessment is effective in judging what the pupils already know and can do and lessons build on this information successfully. Basic skills are taught well; for example, in a games session, the pupils had good instructions and illustrations on how to throw properly overarm. The management of the pupils in lessons, especially behaviour and aspects of health and safety, is good. They have positive attitudes, enjoy their lessons and work well together. However, in a Year 3 lesson, the pupils' chatter was excessive and this impacted on progress. The good emphasis on teamwork is effective in developing the pupils' spiritual, moral, social and cultural development and all pupils are active participants in lessons.
103. Leadership and co-ordination are good. There is clear direction and vision for what the pupils can achieve and where areas for improvement lie, for example in improving skills in gymnastics and providing a good range of activities to support this work. An excellent range of extra-curricular sporting activities such as tennis, hockey, football and cycling, together with the Youth Games promoted in Nottingham, develop the pupils' skills. Swimming is offered in Years 3 and 4, although if there is a specific identified need this can be provided for pupils in other year groups. Teaching is monitored on a regular basis to ensure that standards are maintained and built upon.
104. Resources are satisfactory with a good range of equipment for the wide variety of games and out of school activities. Accommodation is good overall. The school has two halls, although when older pupils use these, space is sometimes limited. However, the outdoor areas, including the field, provide a very good variety of surfaces, space and locations for lessons. The procedures for assessing attainment and progress in physical education are good. The co-ordinator assesses the skills and techniques of each pupil on an individual basis. These assessments are linked to National Curriculum levels and the information is used well in planning future lessons. Residential trips for Years 5 and 6 also provide a very good range of activities for the pupils to develop their physical skills and try new activities.

## RELIGIOUS EDUCATION

105. In Year 6 pupils' standards match the expectations of the agreed syllabus. Pupils are aware that forgiveness is a part of Christian belief and many give their evaluations of an example of forgiveness of a thief by a Christian. Many give their own thoughtful views about and personal experiences of, forgiveness. They also make a personal response to some moral issues and develop their understanding of the factors that influence the moral decisions that people make. As part of this work, pupils apply the parable of the Good Samaritan to modern situations. Pupils have a satisfactory knowledge of the key beliefs and teachings of the religions they study. For example, Year 6 pupils know how the Qur'an is used by a Moslem family, Year 5 pupils compare Christian and Sikh beliefs about death, Year 4 pupils retell the Easter story and many are developing their understanding of the reasons for the death of Jesus. Year 3 pupils know the main features of Hindu worship and relate some aspects of this to their own experiences. As the school is aware, the pupils' learning *from* religion is not as good as their learning *about* religion.
106. Teaching and learning are good. Strengths of the teaching are teachers' good subject knowledge so that, for example, links are made between the religions studied and pupils' own experiences. Lessons have a brisk pace and include a variety of interesting activities that secure pupils' interest in their learning. Pupils feel secure and are self-confident and so they are willing to share their own

experiences and views as, for example, they sit in a circle and all pupils have the opportunity to speak. There is some good use of pupils' literacy skills, for example when pupils wrote in the role of one of Jesus' disciples after the crucifixion. In a few classes too many exercises, which require pupils to put missing words into a paragraph are used.

107. Teachers use the agreed syllabus as the basis for their lesson planning but the school has not yet used this to write its own medium-term planning and make the links with personal, social, health and citizenship education explicit. Appropriately, the school decided to defer this as a new agreed syllabus will soon be published. There is no whole-school system for assessing pupils' attainment and progress. The co-ordinator is relatively new and has other major responsibilities within the school. She has monitored pupils' work and the curriculum and is aware of the improvements that are needed to teaching and the curriculum. The work of the co-ordinator has a satisfactory impact on the quality of teaching and pupils' standards. The learning resources have been improved since the last inspection and are now satisfactory. They include artefacts for each religion studied. Satisfactory progress has been made with the subject since the last inspection.