

INSPECTION REPORT

ERNEHALE JUNIOR SCHOOL

Arnold, Nottingham

LEA area: Nottingham

Unique reference number: 122510

Headteacher: Mr David Wright

Reporting inspector: Mr P Rayers
17851

Dates of inspection: 27th – 30th January 2003

Inspection number: 248353

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 to 11
Gender of pupils:	Mixed
School address:	Derwent Crescent Gedling Road Arnold Nottingham
Postcode:	NG5 6TA
Telephone number:	0115 9568008
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Appropriate authority:	The governing body
Name of chair of governors:	Mr Ian Clarke
Date of previous inspection:	19 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17851	Mr P Rayers	Registered inspector	Mathematics, art and design, history, English an additional language	What sort of school is it? The school's results and achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19436	Mr M O'Malley	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
15484	Mr M Bucktin	Team inspector	Science, information and communication technology, design and technology, physical education, special educational needs	How good are the curricular and other opportunities offered to pupils?
21142	Mrs P McGraw	Team inspector	English, geography, music, religious education	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ernehale Junior School is on the outskirts of the city of Nottingham. It serves an area of above average economic circumstances. There are 240 pupils on roll, which is similar in size to other junior schools. Virtually all pupils are from a White British ethnic group, with a few from: other White ethnic groups; Asian British; Black British and Chinese ethnic groups. It is a popular school, with over 50 per cent of pupils now coming from out of catchment area. The school shares its site with Ernehale Infant School, which provides just over 75 per cent of the school's intake. Pupils' attainment on entry into Year 3 is above that generally found. Around two per cent of pupils are eligible for free school meals, which is below the national average. Eighteen per cent of pupils are on the school's list of special educational needs, which is in line with the national average but an increase since the time of the previous inspection. Their needs include, emotional and behavioural, dyslexia, moderate learning, speech and communication, physical and autistic difficulties. There is one pupil with a statement of special educational needs.

HOW GOOD THE SCHOOL IS

Ernehale Junior School provides a sound standard of education and gives satisfactory value for money, which is similar to the previous inspection. Pupils' results have improved significantly over the last two years and the rate of improvement in overall results of eleven year olds is now better than most other schools. Pupils now achieve results that are well above the national average and generally in line with the average achieved by similar schools. However, the standards achieved by higher attaining pupils are not yet high enough in mathematics, science and art and design. The headteacher provides sound leadership and has chosen the right priorities for improvement. Although co-ordinators are monitoring some aspects of their subject well, they are not yet having an impact on the quality of teaching. Most teaching is good. Although the school plans its curriculum to meet the needs of all pupils, the provision for higher attaining pupils in some subjects and the experiences offered in design and technology are unsatisfactory. Although the school is monitoring pupils' academic progress, the information is not always in sufficient detail to plan for pupils' future learning. The school satisfactorily includes most of its pupils in its provision.

What the school does well

- Pupils attain good standards in music and swimming because they are taught well
- The procedures for monitoring and developing pupils' personal development are very good and relationships are very good
- Provision for pupils with special educational needs is good and they make good progress
- Parents generally think highly of the school
- Information and communication technology is used well to support learning in other subjects

What could be improved

- Attainment of higher attaining pupils in mathematics, science and art and design
- The monitoring role of subject co-ordinators
- The use of assessment information to inform future planning
- The provision for design and technology

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement has been satisfactory since the previous inspection in January 1998, with the majority of the progress being made in the last two years. It has made significant improvements in information and communication technology. Pupils' standards are now average and they make good progress. The school has improved assessment in English and mathematics and procedures are in place for other subjects. However, they are not always in sufficient detail or used effectively to plan what pupils need to do to improve. The school has improved its links with the local Infant school but does not use assessment information effectively to inform future learning. The school has highlighted the need to improve the attainment of higher attaining pupils in English and most now achieve appropriately. However, the standards reached by higher attaining pupils in mathematics, science and art and design, are not high enough. The school has the capacity to build on these improvements. The school has successfully addressed the need to improve its accommodation to support pupils' learning.

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				Key
	all schools			Similar schools	
	2000	2001	2002	2002	
English	C	D	A	B	well above A average above B average average C below average D well below E average
Mathematics	C	C	A	C	
Science	D	B	B	C	

Pupils' attainment when starting school in Year 3 is above average. Most make satisfactory progress. In the 2002 National Curriculum tests, Year 6 pupils achieved results well above the national average in English and mathematics and above the national average in science. The results in English were above the average achieved by schools with a similar proportion of pupils eligible for free school meals and in line with the average in mathematics and science. This was a considerable improvement on the results of the previous two years. This is because teachers are more confident in teaching the National Strategies of Literacy and Numeracy and using assessment more effectively to inform planning. The Year 6 pupils made satisfactory progress in English but unsatisfactory progress in mathematics and poor progress in science. However, the trend in results over the last four years is in line with that achieved by schools nationally. The 2002 targets in English and mathematics for Year 6 pupils were significantly higher than in previous years and the school was successful in achieving them.

The current standards of literacy are good and are satisfactory in numeracy. The standard of work of current Year 6 pupils in English is above average and they are making satisfactory progress. The standard of work in mathematics is average and they make satisfactory progress. The work being done by the current Year 6 suggests that the school is making satisfactory progress towards reaching its targets for 2003. However, the standards reached by a significant minority of higher attaining older pupils in mathematics still requires some improvement.

Most pupils make satisfactory progress and achieve average standards in science. However, a significant minority of higher attaining pupils are not achieving as well as they should do. Pupils across the school make good progress and attain high standards in music and in swimming. Pupils make good progress in information and communication technology and attain average standards. Progress in history, geography, religious education, physical education and, for most pupils in art and design, is satisfactory and they attain average standards. However, there are a significant minority of higher attaining pupils underachieving in art and design. Insufficient work was seen in design and technology to judge the standards pupils attain. However, the school does not make adequate provision for design and technology and pupils make unsatisfactory progress. Pupils who have special educational needs are well supported and make good progress. The school has recently undertaken an analysis of the progress pupils from different ethnic backgrounds are making and this shows that they make at least satisfactory progress and are attaining at least average results.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy learning and have good attitudes to school.
Behaviour, in and out of classrooms	The vast majority of pupils behave well in lessons and around the school and this makes for a calm learning atmosphere.
Personal development and relationships	Pupils' personal development is good. They are involved in the daily routines of the school and take on responsibilities well. Relationships with one another and with adults are very good.
Attendance	Attendance is satisfactory and pupils arrive at school punctually

Pupils are keen to come to school and eager to take part in the life and work of the school. They are interested in their learning and there are many examples of pupils celebrating their success and that of others. They are keen to ask and answer questions and work hard to improve. They are friendly and polite. However, a few pupils find it hard to concentrate and are easily distracted. There is little bullying or racism and such incidents are quickly and effectively addressed. Older pupils support younger ones when they arrive from the infant school as part of the 'Buddies' system. They take on these responsibilities maturely. Pupils express their views responsibly through their involvement in the pupils' council. Attendance is satisfactory but is lower than at the time of the previous inspection.

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.

Literacy is taught well. Numeracy is taught satisfactorily overall but with examples of very good teaching in some lessons. Teachers have good knowledge of all other subjects of the

curriculum. Teachers attempt to match activities to pupils' abilities but do not meet the needs of higher attaining pupils in mathematics, science and art and design. Objectives for the lessons are made known to the pupils and they quickly settle and become involved in the work set. In the very best lessons, teachers give a strong emphasis to practical tasks with pupils applying skills as well as gaining knowledge. In some other lessons, although most pupils make appropriate progress, a significant minority of higher attaining pupils do not achieve as well as they could. This is because activities are not taught effectively to ensure they make good progress. The teaching of pupils with special educational needs is always good because they receive good support from the special educational needs co-ordinator and teaching assistants. These pupils have a positive attitude to their work and make good progress. Teachers use homework appropriately to support learning in classrooms.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a satisfactory range of learning opportunities and statutory requirements are met, although the consistency of learning opportunities in design and technology is unsatisfactory.
Provision for pupils with special educational needs	The provision for these pupils is good. Their needs are correctly identified and good support provided for them.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This provision is good overall and very good in social development.
How well the school cares for its pupils	The school cares well for its pupils and there is satisfactory provision for support and guidance. The use of assessment to inform pupils' future learning needs is unsatisfactory. Procedures for monitoring patterns of attendance are unsatisfactory.

The staff provide a caring atmosphere that contributes greatly towards pupils' learning. The provision for monitoring and supporting pupils' personal development is very good. Staff are very careful to monitor and eliminate all forms of oppressive behaviour and potential issues of racism. The school promotes an effective partnership with parents and they are generally pleased with the school. The school has improved its procedures for monitoring and assessing pupils. However, this information is not always of consistent quality in mathematics, design and technology, geography, art and design and religious education. This prevents teachers from using information to inform future learning needs of pupils and some make unsatisfactory progress. The curriculum is broad and balanced, although planned opportunities for older pupils in design and technology are not always carried out and unsatisfactory progress is made. The community makes a good contribution to the life of the school. There is not enough done to monitor and improve attendance.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
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Leadership and management by the headteacher and other key staff	The headteacher provides the school with sound leadership and is well supported by the deputy headteacher. Co-ordination of most subjects is satisfactory, but teaching is not monitored in sufficient depth.
How well the governors fulfil their responsibilities	The governors undertake their statutory duties well and have satisfactory systems in place to understand the school's strengths and weaknesses.
The school's evaluation of its performance	The right priorities and key improvements have been made over the last two years and the national strategies of literacy and numeracy are now well implemented.
The strategic use of resources	The school makes very good use of its specific grants. The school has also improved its accommodation to support pupils' learning.

The headteacher and deputy headteacher provide clear direction for the school and ensure that the school's aims are well reflected in its work. Staff and governors are fully involved in decision making. Most subject co-ordinators monitor teachers' planning effectively to ensure coverage of the curriculum. However, the co-ordination of design and technology is unsatisfactory since monitoring has not ensured it is taught as planned. Co-ordinators have not had regular opportunities to monitor teaching or analyse standards of pupils' work, except in English and mathematics. Therefore they do not know how well pupils are being taught or how pupils' skills are developing in their subject. The school uses grants and resources to improve provision for information and communication technology and for pupils with special educational needs. The school applies the principles of best value satisfactorily.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Pupils like school and behave well • Teaching is good, the school expects pupils to work hard and they make good progress • The school is well-led and managed • They are comfortable in approaching the school with questions and concerns • The school helps pupils to become mature and responsible 	<ul style="list-style-type: none"> • An appropriate amount of work to do at home • Better information about how children are doing • A more interesting range of activities outside of lessons

Parents are generally pleased with the school. A few parents have reservations about the amount of homework, and the range of activities outside lessons. They would like to be better informed about their children's progress. The inspection confirms parents' positive views. The arrangements for homework and extra-curricular activities are satisfactory. The procedures for keeping parents informed on progress are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

Key Stage 2 (pupils aged from seven to eleven in Years 3 to 6)

Recent trends

1. The school improved pupils' results in English, mathematics and science, from a point close to the national average in 1998, to well above that in English and mathematics and above that in science in 2002. In 2002, standards were above those of similar schools in English and in line with similar schools in mathematics and science. Compared to their results as seven year olds in 1998, eleven year olds in 2002 made progress in line with those of most other pupils over the same period in English but below that in mathematics and well below that in science. In mathematics and science, teachers were not using assessments effectively to set appropriately challenging work for higher attaining pupils and a significant minority made unsatisfactory progress. This was an issue in the previous inspection. The rate of improvement in standards in Year 6 since 1998 is in line with the national trend. However, there was a significant improvement in standards in 2002, particularly in English and mathematics. This is because the school has worked hard to ensure the National Literacy Strategy is well implemented. It now makes better use of assessments to inform pupils' future learning needs in English and teaching is good. Teaching in mathematics is improving because teachers are well supported by the local education authority numeracy team and are more confident in teaching the National Numeracy Strategy.

The current pupils in Year 6

2. Standards of literacy are improving and most pupils in Year 6 reach above average levels. They make satisfactory progress and attain above average standards in speaking and listening and make satisfactory progress. Their speaking skills are consistently good but they do not always listen carefully to each other or the teacher. A few are easily distracted and have limited concentration. In reading, progress is satisfactory and most pupils reach above the average standard. Pupils can read fluently and talk confidently about their reading preferences. In writing, progress is satisfactory and standards are above average. There has been a particular improvement in the attainment of higher attaining pupils in writing. Pupils improve their first attempts at writing by making it more interesting and accurate.
3. Progress in numeracy is satisfactory and standards in mathematics in Year 6 are average. Although there has been some improvement in the attainment of higher attaining pupils, a significant minority are underachieving. Most pupils can multiply three digit numbers by 10,100 and 1000. Some higher attaining pupils can divide and multiply decimals accurately. For instance, half of the pupils in one Year 6 lesson, were converting their remainders in division sums to two places of decimals. However, in another Year 6 lesson, some higher attaining pupils were unable to solve division of three digit numbers accurately.
4. In science, most pupils' standards are average. The majority of pupils in Year 6 make satisfactory progress but not enough higher attaining pupils achieve higher standards. Although most pupils understand gravity, up thrust and magnetic attraction, the higher attaining pupils do not explore the impact of balanced and unbalanced forces on objects.

Year 6 pupils can explain evaporation and condensation but cannot link this to real situations.

5. In Year 6, standards in art and design are average. This is not as good as it was in the previous inspection where standards were above average. The majority of pupils make satisfactory progress but higher attaining pupils make unsatisfactory progress. Most pupils are evaluating and improving their drawings and paintings but skills in using materials other than paint and some aspects of craft skills are underdeveloped. In design and technology, Year 6 pupils have not undertaken any work in this subject during this academic year. Discussions with them suggest that they are capable of achieving the high standards similar to those at the time of the previous inspection. However, they are not provided with consistent opportunities to develop design and technology skills and their progress is therefore unsatisfactory. In geography, progress is satisfactory and pupils attain average standards. Year 6 pupils know where water comes from, how it can be stored and its many uses. Pupils are unsure how to use map keys with confidence. In history, progress is satisfactory and pupils attain average standards. Year 6 pupils are aware of local historical events and their importance to their community. They know about kings and queens and are able to describe events from the periods they are studying. In information and communication technology (ICT), Year 6 pupils make good progress and standards are average. This is an improvement from the previous inspection. Pupils' present information from a PowerPoint presentation complete with graphics, animations and links to web sites for an intended audience. They also use a microscope connected to the computer to examine differences in materials. In music, Year 6 pupils make good progress and reach above average standards. Pupils can explore changes in pitch, tempo and dynamics. Most can compose ostinatos using a limited number of notes. In physical education, Year 6 pupils make satisfactory progress and reach average standards in most aspects. However, they make good progress and achieve above average standards in swimming. Although they can create sequences in gymnastics, some pupils lack control and precision. Most can evaluate the good features of their work and those needing improvement but do not improve their work as a result. In religious education, Year 6 pupils make satisfactory progress and standards are in line with the Locally Agreed Syllabus. They read parables and stories from the Bible and express opinions about the rights and wrongs of actions from different characters' points of view.

PUPILS' ATTITUDES AND PERSONAL DEVELOPMENT

6. Most pupils enjoy learning and have good attitudes to school. They behave well in lessons and around the school. Their personal development is good and there are very good relationships between pupils and staff. The high standards noted at the previous inspection have been maintained and this helps pupils learn well. The vast majority of pupils are keen to come to school and many take part in activities outside class such as football, athletics, and French lessons. They are willing to learn and respond well to good teaching. They are interested and fully involved in their lessons. For example, during the inspection Year 3 pupils were practising division and multiplication in their mathematics lesson. There was a real buzz of activity and excitement as they searched for new strategies in solving problems. Pupils are keen to ask and answer questions. The majority of pupils listen attentively and get on with the tasks set. They work hard and are keen to improve. However, a minority of pupils find it hard to concentrate and quickly get distracted.
7. Classrooms have a calm learning atmosphere and pupils behave well in the dining room and playground. They are friendly and polite. They know what standard of behaviour is expected and respond well. They take good care of equipment, such as in mathematics

lessons and working on the computers in the computer suite. They handle books with care and tidy away neatly and quickly at the end of lessons. However, the behaviour of a small minority is unsatisfactory. These pupils lack self-discipline and interrupt some lessons when teachers are unsure how to manage them. There is little bullying and racism and such incidents are very quickly and effectively addressed.

8. Most pupils respect one another's views, co-operate and share ideas. For example, the pupil council had a meeting during the inspection. It was efficient and effective. The pupils worked well together, listening to each other's views and sharing ideas. Pupils from all age groups spoke clearly and confidently, as they discussed a range of issues including milk shakes for dinners, pupils running through play zones, and looking after equipment. There are well established, democratic routines for taking decisions. For instance, the proposal for joint swimming lessons got an emphatic "NO!" Most pupils are well mannered and considerate. They respect the teachers and are keen to please. They grow in confidence, in response to the praise and encouragement they receive. The majority settle to both group and independent work quickly, but a significant minority find it difficult to work without the support of an adult, and they easily get distracted.
9. Pupils are sensitive to the needs of others and they are aware of their impact on others. For example, during their personal, social and health education (PSHE) lesson Year 4 pupils were discussing how harmful behaviour can hurt both themselves and others. They spoke about a wide range of issues including smoking, drugs, and bullying. Many pupils were willing to state their views and ideas, because they were confident that all the other pupils would listen carefully and respect them. In particular, one little boy explained how he felt when he had been bullied, and all the pupils responded with maturity and sensitivity.
10. Pupils respect differences. About one in ten pupils come from a background other than White British. All the pupils are happy and well integrated. They work and play well together. They look after each other. This is particularly noticeable in the way they take care of those pupils with special educational needs and make sure they are not left out.
11. Most pupils work well together during their investigations into mathematics, science and ICT problems. Pupils work independently when thinking through problems for themselves, undertaking research and completing homework. They take responsibility for their own learning by evaluating their own and others' work, particularly in physical education, and through their records of achievement.
12. The older pupils help responsibly with daily school routines, such as sorting out lost property, helping in the library, and answering the telephone at break times. They apply in writing for these jobs and are interviewed by the headteacher. They look after younger pupils as part of the "Buddies" scheme and help them with shared reading. Younger pupils take responsibility as class monitors, clearing away equipment after playtime, and helping the mid-day supervisors at lunchtime.
13. Attendance is satisfactory. The attendance rate at the previous inspection was good but since that time it, has steadily fallen as more pupils took holidays in term time. Although attendance last year was broadly in line with the national average, it was adversely affected by the low attendance rate in Year 6 where about one in four pupils took holidays during term time. Unauthorised absence last year was well below the national average. Punctuality is good. Registration and lessons start promptly.

HOW WELL PUPILS ARE TAUGHT?

14. In the school as a whole, 31 per cent of lessons are very good, 35 per cent of lessons are good, 28 per cent of lessons are satisfactory and six per cent of lessons are unsatisfactory. The quality of teaching overall is good. There are examples of very good teaching in all year groups and in all subjects. Teaching is particularly strong in Year 5, where lessons are consistently good or better. The overall standard is similar to that at the time of the previous inspection. A very good teaching and learning policy has been drawn up by the staff following an intensive period of research and training. This is having a positive influence on teaching such as widening the range of teaching strategies. For instance, in a Year 6 science lesson, the teacher used role-play to demonstrate the effect of water on particles of different size.
15. The teaching of literacy is good and the literacy hour fully implemented. Teachers' knowledge of the basic skills is good. For instance, in a Year 5 lesson the teacher gave pupils clear guidance and effective strategies to identify impersonal features from a piece of writing on space travel. However, a few teachers do not teach pupils in higher ability groups well enough. Pupils are encouraged to apply their skills in reading and writing to other subjects such as when identifying and recording key information from various sources in history. The teaching of numeracy is satisfactory with examples of very good teaching in some lessons. Teachers have good subject knowledge and use the national guidance for the teaching of numeracy well to plan their work. In very good lessons, teachers use appropriate teaching methods to encourage pupils to take an active role in their own learning and motivate them by setting a lively pace. For instance, in a Year 4 lesson, there was a real sense of excitement as pupils experimented with numbers and discovered how using number bonds to nine and 11 could help them to solve addition and subtraction sums quickly. While work is matched to the abilities of different groups of pupils, higher attaining pupils are not always supported well enough. Where teachers fail to manage the inappropriate behaviour of a small number of pupils effectively, this slows the pace of the lesson and progress is unsatisfactory. Teachers use technical language in literacy and numeracy lessons well. They ask challenging questions to reinforce previous knowledge and prepare them for the next step. For instance, in an introduction to an English lesson, older pupils were asked to think carefully and suggest what effect Lewis Carroll was trying to create by his use of words in the poem, *The Jabberwocky*. Good use is also made of ICT to reinforce their learning. This was evident in an English lesson where Year 5 pupils were using the Internet to investigate technical words for their personal and impersonal writing. Teachers make some use of information from assessments in English and mathematics to involve pupils in setting targets. These are not sufficiently detailed and their effect in raising attainment, particularly for higher attaining pupils, is not fully realised.
16. The teaching of ICT is good, and a considerable improvement from the previous inspection. Teachers have good subject knowledge and the confidence to demonstrate functions and guide pupils through quite difficult procedures. For instance in a Year 3 class, the teacher provided a good structure to help them understand how to filter the mass of information with which they were presented.
17. Teaching in religious education is good overall and an improvement since the previous inspection. Teachers plan lessons well and ensure there are opportunities for pupils to share ideas and discuss their feelings. For instance in a Year 5 lesson, pupils discussed the story of 'The Prodigal Son' and were encouraged to express emotions felt from the story and the relevance to their own lives. The teaching of art and design, history and science are satisfactory, which is not as good as at the time of the previous inspection, when all were consistently good. Teachers have not identified pupils' future learning

needs effectively or planned sufficient opportunities to extend subject skills across other subjects. This is particularly noticeable in art and design, where the higher attaining pupils do not have sufficient opportunities to extend their skills and ideas to make good progress. The teaching of physical education remains satisfactory. Teaching of music by the music specialist is very good. Good links are made to the topics pupils are covering and pupils are given the opportunities to join the school choir and orchestra. There were no opportunities during the week of the inspection to observe design and technology or geography lessons, because they were timetabled for other periods of the year.

18. Teaching of pupils with special educational needs is good. In the Year 3 and 4 group that is withdrawn from class, the special educational needs co-ordinator is successfully providing intensive work for them. This is improving their knowledge of letter sounds and their reading and spelling skills. In class, pupils receive very good support from teaching assistants. They have very good relationships with the pupils they support and work well with class teachers in ensuring their pupils take a full part in the lesson, concentrate on the tasks they are set and receive appropriate praise and encouragement.
19. The school has analysed the attainment and progress of pupils by ethnicity. This is used by teachers to ensure that the needs of the few pupils who have English as an additional language, are supported appropriately. For instance, in a mathematics lesson, the teacher helped a pupil to explain a strategy she had used to solve a number problem to the rest of the class. Teaching of pupils with English as an additional language is satisfactory.

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

20. The school continues to provide a satisfactory range of learning opportunities. The curriculum is broad and balanced and meets the statutory requirements for most subjects. More time is allocated to information and communication technology than in most other schools. This time has been used well and has contributed to raising standards, which were below average at the previous inspection. However, whilst appropriate plans are in place for design and technology, pupils have not had the opportunity to develop their skills and knowledge in the subject because the topics have not been taught as originally planned. The National Literacy Strategy is well implemented and the Numeracy Strategy is appropriately in place. The school has emphasised raising standards of English and mathematics and more recently science. Standards rose significantly last year because pupils were split into smaller groups for English and mathematics and teachers were better able to match work to pupils' needs.
21. There is satisfactory extra-curricular provision. There are a reasonable number of opportunities for pupils to broaden their experience and develop interests outside class. These include a weekly library club, French lessons and a film club. There are sports activities, including football, athletics, multi-sport, and rugby. The pupils take part in competitions, festivals, and leagues. There is at least one local visit each year for every class. For example, Year 3 visit the Nottingham Castle Museum, and Year 4 the Earth Centre at Doncaster. In addition to a theatre visit, Year 6 also have a residential trip to North Staffordshire, and this helps them to develop independence.
22. The curriculum is organised to ensure that most pupils are included in the school's provision. The school's analysis of performance for ethnicity and gender confirms this. However, there is a significant minority of higher attaining pupils who do not achieve their

full potential in mathematics, science, and art and design. The school has developed a system for collecting information on pupils' progress in these subjects, especially in mathematics since the previous inspection. However, although it identified pupils' potential, it did not clearly identify what pupils needed to learn to make further progress. Activities for higher attaining pupils were often too general. For instance, an extension programme of worksheets was purchased to support higher attaining pupils in mathematics. These activities were not always targeted at individual pupils' learning needs or supported by the teacher and a number of pupils did not achieve their full potential. The school has identified the need to improve the performance of these pupils, particularly in mathematics and science. They are now analysing test results more effectively and setting individual targets for pupils, based on their learning needs. This information is noted in teachers' targets.

23. Provision for pupils with special educational needs is good. The school is strongly committed to including such pupils in the life and work of the school and is very successful in ensuring that pupils with particular disabilities work and play alongside others. Apart from a group of Year 3 and 4 pupils, who have weekly lessons on letter sounds, pupils with special educational needs are taught alongside others. Teaching assistants support them very well indeed and enable them to take a full part in the lesson as well as ensuring they make progress in the tasks that are set by the teachers. Most individual plans for pupils with special educational needs contain clear targets and effectively guide teachers in planning appropriate learning activities. Teaching assistants provide very good support and play a key role in helping pupils to progress. However, some targets in literacy are as not as precise as those for numeracy. For example, a Year 5 pupil's target in literacy is "to improve reading skills" giving little indication of what skills are to be improved and to what standard. This leads to slower progress.
24. The provision for personal, social and health education is good. Parents are consulted and it is made clear to them they have the right to withdraw their children. There are planned lessons in personal and social education, which make a good contribution to pupils' personal development. They include aspects of citizenship, and topics such as friendship, bullying, and gender. There is a drugs education programme, which effectively helps pupils to understand the facts about drugs and promotes a healthy lifestyle. The school has received national accreditation to the healthy school standard in recognition of its work.
25. Links with the community broaden pupils' experience and make a good contribution to their learning. Pupils take part in sporting festivals, leagues, and competitions. The local football clubs and YMCA run after school and holiday sports courses. Outside providers run the French Club, brownies, and guides. A fireman visits Year 5 to talk about his work, the school nurse works with pupils in sex education, and the police run the drugs education programme. Visitors, such as the local vicar lead assemblies. There are special guests invited to award ceremonies, such as Nigel Woolley representing football in the community, and James Crisp the Olympic paraplegic gold medallist.
26. There are satisfactory links with partner institutions. The school works closely with the infant school to help pupils transfer confidently to this school. The new pupils visit four times, and older pupils look after them as part of the "buddies" scheme. However, although information on pupils' social and personal development is transferred, academic and special educational needs records are not. The school is working with the local infant school to put these links in place. The schools are developing curriculum links with a bridging project in literacy, and the Year 2 pupils regularly use the junior school ICT suite. There have been joint staff meetings to discuss continuity of pupils' records of achievement. There are good links with Arnold Hill comprehensive school and arrangements are in place to help pupils' transfer. There is effective transfer of academic

and social information, and the Year 6 pupils spend a day at Arnold Hill. Pupils at the junior school are also invited to drama productions and many regularly take part in the secondary school annual musical.

27. Overall provision for pupils' spiritual, moral, social cultural development is good and promotes pupils' personal development well. The school provides satisfactorily for pupils' spiritual development. Religious education lessons make a good contribution, especially when teachers help children to see the relevance of bible stories to their lives. Pupils listen intently as they think through the implications for themselves. Assemblies make a satisfactory contribution to pupils' spiritual development, particularly when class assemblies include well-known stories like The Good Samaritan. Teachers promote pupils' sense of wonder in lessons across the curriculum including religious education, personal, social and health education and art and design. A good example of this was when Year 6 pupils were learning about Islam. They respectfully discussed their ideas and considered the values and beliefs of different faiths. In a personal, social and health education lesson about the life of Martin Luther King, pupils were asked to write their own 'dream.'
28. Provision for pupils' moral development is good. Teachers involve pupils in deciding class rules to make the school a safe and supportive place. The pupils on the school council, who are elected by their peers, play a major role in this area. They have been involved in setting up different zones on the playground so that everyone can play safely. Most pupils have a good understanding of right and wrong because teachers constantly reinforce these aspects. There is a strong emphasis on pupils doing their best and this is promoted through rewards for academic and personal achievement. There are numerous occasions when pupils with statements of special educational needs are cared for and supported by their peers. One pupil wrote about her certificate for academic achievement: "I was so proud when I first joined up my writing. It made a very big difference."
29. The school's provision for social development is very strong. Teachers encourage pupils to cooperate by planning group and paired activities. For instance, in music all pupils worked very well together to produce quality choral and instrumental accompaniments. Year 6 pupils organise a lunchtime Library Club, which is supported by parents. The pupils plan interesting activities and competitions, which are well received by their peers. Pupils do jobs around the school and in class, such as putting away equipment and setting up for assembly.
30. Provision for cultural development is good. The school takes care to ensure their pupils learn about and respect the customs, faith and beliefs of others in society as well as learning about their own culture. Through subjects such as art and design, geography, history, religious education and music, pupils learn about the lives and traditions of others. For instance, pupils use Aboriginal and African artwork for creating designs. In a history study on Ancient Greece, pupils enjoyed Greek dancing and composed Greek music.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

31. The school cares well for its pupils and there is satisfactory provision for support and guidance. The school has maintained and improved on the satisfactory standards noted in the previous inspection. The school has implemented appropriate Internet access safeguards. The staff know the pupils well, and provide a caring atmosphere that contributes towards their learning. There is good support for pupils with special educational needs. Since the previous inspection, the school has improved its

procedures for assessing pupils' attainment and monitoring their progress. However this information is not is not always in sufficient detail to plan for pupils' next steps in learning.

32. There are good arrangements for child protection, but the personal, social and health education programme does not include teaching in all aspects to help children protect themselves. There are satisfactory procedures for health and safety. The school systematically carries out risk assessments, checks the premises for hazards, and makes improvements where necessary. However, procedures are not fully audited.
33. The procedures for monitoring and improving patterns of attendance are unsatisfactory. Teachers monitor attendance supported by the headteacher and clerical assistant. All unexplained absence is followed up, but not on the first day. There are effective procedures for monitoring and addressing lateness. However, the school makes insufficient use of the computer system to monitor systematically unsatisfactory attendance. There is not enough done to promote the importance of good attendance and discourage term time holidays. There is little contact with the education welfare service.
34. There are satisfactory measures to monitor and promote good behaviour. The pupils know what is expected of them and have a say in classroom rules. The behaviour policy emphasises a positive approach and both teaching and non-teaching staff have been trained in behaviour management. There is satisfactory supervision at break and lunchtimes. There are good arrangements for keeping pupils purposefully occupied at break times with playground equipment and zoned areas for play. There are adequate systems for monitoring unsatisfactory behaviour. Parents are kept well informed about the behaviour policy and the school is quick to involve them if there are problems. There are very few incidents of bullying or racism and the school addresses these quickly and effectively. The school is very effective at discouraging oppressive behaviour and promoting good relationships.
35. Arrangements for the monitoring of pupil progress are satisfactory, but teachers do not always have sufficient information in subjects other than English to plan their future learning effectively. On a day to day basis teachers mark work, evaluate lessons and record progress. However, there is currently no marking policy in place to guide teachers and marking is inconsistent. Not all teachers inform pupils about what they need to do to improve. There is sound practice in English and mathematics where teachers use procedures recommended by the national strategies. This provides a clear structure for teachers to assess and record progress. However, in mathematics the information is not always used to ensure activities are matched to pupils' learning, especially that of higher attaining pupils. In science, the co-ordinator interviews a group of pupils from across the school to assess what they have learned. This information, along with the analysis of tests results, is used by teachers to plan for future lessons in order to make the best use of resources and support. The school is aware that there is not the same level of recording in other subjects. Teachers assess and record pupils who have achieved better than or not as well as expected, in a number of subjects. This information is not in sufficient detail to inform teachers about pupils' skill progression in these subjects and their future learning needs. Systems are not currently in place to assess and record pupils' skill development in ICT, history, art and design, geography, design and technology and physical education.
36. The school introduced a system of standardised testing after the previous inspection. Although results were analysed to monitor pupils' progress in these tests, they were not linked directly to the National Curriculum tests. This prevented teachers from effectively planning for pupils' future learning. It is now using information from National Curriculum

tests to set targets to improve pupil performance and monitor their progress. It uses results from these tests at the age of seven, to predict achievement at the end of Year 6. The system of monitoring pupils' progress, currently in place in Year 3 and 4, allows the school to assess how well they have done and set targets for future learning more accurately.

37. Teachers agree individual targets with all pupils in writing and mathematics. There are many opportunities for pupils to assess and record their successes in their record of achievement folders. These are shared with parents to motivate their children further. In one folder a parent wrote, 'I agree with the teacher, I feel you have really improved your reading.' Each term pupils complete a piece of independent writing, which is kept on file. This allows teachers and pupils to look at previous work and decide if there has been improvement.
38. The school monitors and promotes pupils' personal development very well. Staff know the pupils very well. There are clear communications in school, teachers keep records, and parents are encouraged to raise concerns. This helps staff note developments and identify problems. There are lessons in personal and social education. Pupils' confidence and self-esteem are promoted through very good relationships and every aspect of school life including an efficient and very effective school council. Pupils with special educational needs are given good support. Their needs are assessed effectively and their progress is monitored closely. They are given work and good support by the special educational needs co-ordinator and teaching assistants to help them improve. This builds their confidence and helps them make good progress

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents are generally pleased with the school. In particular, they note their children like school, and they think the school is helping their children to become mature and responsible. A few parents have reservations about the amount of homework and the range of activities outside lessons. They would like to be better informed about their children's progress. The inspection team confirms parents' positive views. The arrangements for homework and extra-curricular activities are satisfactory. The procedures for keeping parents informed on progress are good.
40. Supervision at break and lunchtimes, which was a concern at the time of the previous inspection have been improved and is satisfactory.
41. The school has good links with parents that help them to support their children's learning. They meet with the teachers in the autumn and spring terms and discuss end of year reports in the summer term. The pupils take home certificates, stickers and awards noting achievements and parents can look at pupils' records of achievement on open evenings. The school is quick to involve parents if there are problems. The end-of-year reports are good. They are personalised and give a detailed account of how well pupils are doing in all subjects including PSHE and citizenship. They do not always make it clear what pupils need to do to improve. There are good procedures for keeping parents of pupils with special educational needs informed about progress, and parents of pupils with statements of special educational need take part in annual reviews. The school prospectus and governors' annual report to parents, provide a good summary of the school's aims and provision. Regular newsletters keep parents well informed about what is going on.
42. Parents' contribution to their children's learning is good. The school works closely with parents. There are good arrangements for introducing parents and their children to the

school. The home school agreement is reviewed every year and sent to all parents along with the behaviour policy and the school policy on inclusion. The staff are readily accessible and parents are encouraged to raise concerns and keep the school informed about their children. A few parents are unaware of this “open door” policy, so the school plans to promote this more clearly. Parents are encouraged to sign and note comments in the work diaries. They are kept well informed on what is taught, the requirements for homework, and how they can help. Since the previous inspection the homework policy has been sent to parents with the home school agreement. The frequency and organisation of year group meetings, curriculum newsletters, and additional meetings on such things as sex and drugs education is better than often seen. Many parents support their children at concerts and assemblies. Open evenings, parent consultation evenings, and curriculum meetings are all well attended. An active parents and friends association organises social events and raises funds for the infant and junior school. Many parents encourage their children to take part in activities after school. A few parents help in school with the library club and reading, and the school plans to encourage more parents to get involved.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The governors and headteacher have ensured satisfactory school progress since the previous inspection. Academic performance has improved and the quality of teaching maintained. However, some more work still needs to be done to improve the performance of higher attaining pupils in mathematics, science and art and design, and in using assessment information effectively to support pupils’ future learning. Although the school introduced a monitoring and assessment programme after the previous inspection to identify higher attaining pupils, teachers did not always use this information effectively in their planning. Following support from the Local Education Authority two years ago, the school is now using its assessments more effectively. It sets individual targets for improvement for all its pupils in English and mathematics. This has been particularly successful in English where most pupils make at least satisfactory progress. The headteacher is providing sound leadership and clear educational direction, based on improved knowledge of pupils’ needs and how effectively the school is addressing these. He is well supported by the deputy headteacher and governors.
44. Following the introduction of a more rigorous programme of monitoring and evaluation two years ago, the school is now able to track the impact of its actions more appropriately. Both pupils and staff are happy to come to school and want to do their best. They feel valued and are committed to achieving the school’s aims. These are well reflected in the work of the school as is evident in the opportunities to celebrate pupils’ achievements both in lessons and outside of the school.
45. Staff work well as a team and have clear roles and responsibilities. The right priorities have been selected to raise standards. These are clearly communicated to staff who play an active role in decision making. The long-term plan for improvement is well structured, with most tasks well matched to raising standards and resources are appropriately allocated. Progress in targeted areas is measured by co-ordinators, although the information is not always in sufficient detail to ensure the right conclusions are drawn. For instance, the actions taken to raise the attainment of higher attaining pupils in mathematics and science have not been effective because teachers are unclear about what these pupils need to do to improve. However, the focus and actions taken to raise the attainment of higher attaining pupils in English, have been successful and most make at least satisfactory progress. This is because teachers are more confident in matching work to higher attaining pupils’ needs and supporting them appropriately. The school has good procedures for the induction of new staff and support is well targeted and regularly reviewed. The decision to pair the newly qualified teacher with her mentor

within the same year group planning team, has been very effective and the teacher has made a good start to her career.

46. Performance Management has been appropriately implemented. Staff and governors are well informed about the process and team leaders are developing skills necessary to support colleagues and raise the quality of teaching. Objectives for both staff and the headteacher are linked closely to the targets set for raising standards.
47. There is a system in place for monitoring and improving the quality of curriculum provision, which is an improvement from the previous inspection. Co-ordinators monitor teachers' plans effectively, discuss concerns with staff and in some subjects, collect pieces of work in portfolios. However, the co-ordination of design and technology is unsatisfactory as the monitoring of teachers' planning has not ensured the scheme of work is used effectively to support pupils' learning. The procedures for monitoring the quality of teaching have focused mainly on English and mathematics during the last two years to raise attainment in these subjects. The school's best ever results in National Curriculum tests for eleven year olds in 2002 are an indication of the success these actions are beginning to have. Lessons in these subjects are regularly observed both by the senior staff and Local Education Authority consultants and guidance given to the teachers. Areas for improvement are identified and appropriate actions taken. This has led to the teaching of English improving since the previous inspection. Following the monitoring of mathematics, the school requested support from the Local Authority Numeracy Team to improve teaching in identified areas to raise standards further. Teachers are now more confident in teaching the National Numeracy Strategy and planning activities to raise the attainment of higher attaining pupils. However, the co-ordinator has not yet monitored the impact of these activities, which are often too broad and not targeted at individual pupils' needs. This has restricted the progress of these pupils. Only the co-ordinators of English and mathematics have regular opportunities to monitor the quality of teaching. The others do not and this is a weakness identified by the previous inspection team. They do examine pupils' work in most subjects but do not match this to expected levels of attainment. As a result, most co-ordinators do not have a clear view of standards of attainment or quality of teaching in their subjects.
48. The recently appointed special educational needs coordinator has a good overview of provision and very effectively organises and supports the team of teaching assistants in ensuring that provision for pupils meets their particular needs.
49. The governing body fulfils its statutory duties well and satisfactorily accounts for the performance of the school. The governors are strong supporters of the school and have high expectations of it. There is a secure system of committees and governors keep a general overview of school development through analysing data and receiving reports from the headteacher and subject co-ordinators. Governors play an active part in school improvement planning and school target setting. With the headteacher, they decide the school key priorities and link these to their responsibilities for setting and monitoring the budget. They make good use of resources and grants for specific purposes. For instance, the improved provision made for information and communication technology has led to pupils making better progress. The accommodation has been improved since the previous inspection and partitions have been installed in classrooms, successfully reducing distracting noise.
50. Overall financial planning is good. The school has considered how to apply the principles of best value and produced a statement to guide and monitor its implementation. Procedures are followed to ensure the best value from purchases of outside resources. Staff undertake a detailed analysis of the pupils' test results and compare them with other

schools both locally and nationally. The headteacher, deputy headteacher and governors regularly review spending decisions and make adjustments if necessary. Resources for learning are satisfactory in most subjects and staff are actively involved in purchasing decisions. However, the organisation of central resources in history, geography, religious education and art and design are untidy and they are not linked to particular units of work. This hinders access and prevents the best use of resources to support learning in these subjects. Resources for ICT and for pupils with special educational needs are good. This is a significant improvement in ICT since the previous inspection, when resources were unsatisfactory. However, resources for geography, religious education and the range and quantity of books within the library remain unsatisfactory and this is similar to that at the time of the previous inspection.

51. WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further the quality of education offered to pupils, the school should:

- Raise the attainment of higher attaining pupils in mathematics, science and art and design.

Paragraphs 3, 4, 5, 15, 17, 22

- Improve the monitoring role of subject co-ordinators so that they raise standards of teaching and improve attainment.

Paragraph 47

- Improve the use of assessment information to inform planning.

Paragraphs 35, 36, 43

- Ensure design and technology is taught as planned.

Paragraphs 5, 20

In addition to these Key issues, governors may wish to include the following minor issues in their action plan:

- Improve the monitoring procedures for attendance.

Paragraph 33

- Improve the resources for geography, religious education and the quantity and range of books in the library.

Paragraph 50

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	15	17	13	3	0	0
Percentage	0	31	35	28	6	0	0

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)	241
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs

	Y3 – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	26

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

School data	5.5
National comparative data	5.4

Unauthorised absence

School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	26	35	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	22	25
	Girls	31	32	33
	Total	54	54	58
Percentage of pupils at NC level 4 or above	School	89 (75)	89 (70)	95 (96)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	24	25
	Girls	34	33	32
	Total	57	57	57
Percentage of pupils at NC level 4 or above	School	93 (77)	93 (75)	93 (80)
	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	216	1	1
White – Irish	0	0	0
White – any other White background	12	0	0
Mixed – White and Black Caribbean	2	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	2	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	3	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	1	0	0
Chinese	2	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	1	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	22.25
Average class size	30

Education support staff: Y3 – Y6

Total number of education support staff	4
Total aggregate hours worked per week	96

Financial information

Financial year	2002
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	£
Total income	508215
Total expenditure	511466
Expenditure per pupil	2131
Balance brought forward from previous year	8785
Balance carried forward to next year	5534

Recruitment of teachers

Number of teachers who left the school during the last two years	3.2
Number of teachers appointed to the school during the last two years	4.2

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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	241
Number of questionnaires returned	109

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	36	4	1	1
My child is making good progress in school.	44	47	6	1	2
Behaviour in the school is good.	33	59	5	3	0
My child gets the right amount of work to do at home.	27	53	15	5	0
The teaching is good.	41	49	4	0	6
I am kept well informed about how my child is getting on.	28	49	16	6	1
I would feel comfortable about approaching the school with questions or a problem.	53	39	5	3	0
The school expects my child to work hard and achieve his or her best.	60	31	5	0	4
The school works closely with parents.	33	50	9	6	2
The school is well led and managed.	46	44	7	2	1
The school is helping my child become mature and responsible.	43	53	1	3	0
The school provides an interesting range of activities outside lessons.	25	46	17	6	6

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

ENGLISH

52. Pupils attain above average standards in English. This is an improvement since the previous inspection. This is because the school introduced a number of curriculum improvements, for example, a structured spelling programme and a focus on pupils' writing. Pupils enter the school with above average levels of attainment and most continue to make satisfactory progress through the school. On entry, standards in reading are higher than those in writing and currently, this pattern continues throughout the school. However, the school has begun to review levels in writing at regular intervals and as a result standards are improving, in particular those of higher attaining pupils. The quality of work seen during inspection supports the view that progress is satisfactory. During the last two years, the school has implemented systems to support pupils' progress. Guided reading sessions are held each day, outside the literacy hour and pupils are grouped by ability so that teachers can set challenging activities and targets. Pupils with special educational needs make good progress in meeting the targets set in their individual education plans. Pupils with English as a second language make at least satisfactory progress and a few make good progress.
53. By Year 6 pupils reach above average standards in speaking and listening and they make satisfactory progress. They are confident speakers but not all pupils listen attentively to their teacher or peers during the literacy hour and in discussions. A few are easily distracted and lack concentration. In one instance in Year 6, this hindered their progress and that of others. Generally, older pupils respond to questions positively, speak clearly and in full sentences. Higher attaining pupils can justify and explain their views. Pupils are encouraged to share the work they have been engaged in with other members of the class. In Year 6, one pupil enthusiastically recited *Jabberwocky* for the whole class because it was his favourite poem. Pupils' oral skills are developed well through other subjects. In a religious education lesson in Year 5, pupils spoke confidently, clearly articulated information to their group and discussed the reasons for the Prodigal Son's actions.
54. Pupils achieve above average standards in reading and make satisfactory. Standards are rising because teachers consistently show pupils how to make detailed improvements and as a result, pupils are beginning to make better progress. This is an improvement since the previous inspection. In Year 3, pupils read fables and use different tones for the animals that speak. They understand that these stories have a moral and can see what it means. By the time they leave the school most pupils read fluently and talk confidently about their reading preferences. One higher attaining pupil in Year 6 talked about his book as a, "Fantasy adventure story, with fictitious animals and exciting chain of events." He described why he liked the author: "He writes exciting, fast moving novels, which entertain and delight." Another pupil was quick to give alternative words for those in her story saying, "Pallid light means it's faint light and tinged means edged." Both pupils read their own writing which included clauses like, "Wakes up, the whole area covered by darkness," and explained they wanted to build suspense. Pupils with special educational needs make good progress. They are able, with good support from teaching assistants, to read materials and respond well in lessons.
55. At the time of the previous inspection, older pupils did not confidently use the library and some teachers were unclear about the reading habits of pupils in their class. The library is now better used and teachers regularly send pupils to change their own book or to collect reading materials related to a class topic. A group of parents have recently

painted shelves and catalogued the books. Over the past two years, subject coordinators have purchased books to resource topics. However, there is still limited stock in some subjects, for example, in physical geography and art and design, with many books showing signs of disrepair. There are insufficient books of good quality in the fiction sections and a considerable number are ready for replacement.

56. Standards of writing are improving and are now average with most pupils making satisfactory progress. Over the last two years, a higher proportion of pupils are making better progress. This is because teachers identify precisely what pupils need to do to improve and set work to make sure they do this. This is particularly noticeable in classes where there is additional adult support. Pupils know that different types of writing fit different purposes. For example, Year 5 pupils know the difference between personal and impersonal style. One pupil suggested that personal style is chatty and it contains opinion, whereas impersonal style uses correct technical vocabulary. Teachers encourage pupils to use precise vocabulary in description and explanation. There were numerous examples during inspection when pupils offered accurate alternative words. In Year 6 pupils working with nonsense poetry were enjoying inventing their own words but were careful that lines contained the right number of syllables and that the rhyming pattern was the same as in the poem they had read. They also make good use of response partners, to sound out their ideas before sharing them with the class. The structured approach to spelling, adopted throughout the school is having a positive impact on pupils' writing. Pupils are eager to have a go and some use mnemonics to help them remember patterns. One pupil in Year 3 helped her friend to spell 'because' by using the memory rhyme, 'bake every cake always using six eggs'.
57. Pupils make satisfactory progress overall. In literacy lessons teachers read examples of good writing to the pupils to show them how to make their work more interesting and accurate. This emphasis on using better words helps pupils make progress in English and in other subjects. Year 4 pupils used a thesaurus to find alternative words for speed. They displayed good alphabetical skills as they eagerly searched and suggested, tore, rushed, shot, raced, dashed and hurried. Higher and average attaining pupils frequently use question marks and commas to make their sentences more interesting. Teachers do not always make full use of pupils' abilities in writing in other subjects. For example, in geography and religious education pupils often complete a worksheet or copy from the board rather than write their own account.
58. The quality of teaching is good overall. In the best lessons, teachers have good subject knowledge, teach the basic skills well to the whole class and with groups, and insist on high levels of productivity, behaviour and presentation. For instance in a Year 5 lesson, the teacher helped pupils to identify how the writer had used technical language to give clear instructions to the reader. They were then encouraged to develop this in their explanations of space travel. Lessons proceed at a brisk pace and teachers carefully match stimulating activities to pupils' needs, which help to keep their interest and enthusiasm. In a Year 4 writing lesson pupils worked on synonyms. The teacher adapted the passage to meet the needs of different groups but encouraged all pupils to share in the whole class discussion about the most suitable word. Where teaching is not as effective the pace is slower, a small minority of pupils disrupt the lesson and teachers do not extend the learning of high attaining pupils. In these lessons the learning of all pupils is slowed. Most teachers mark work positively and in the best examples, they refer to pupils' individual targets. In Year 3 the teacher suggested that a pupil should look hard at tall and long letters. Teachers question pupils well to see what they have learned. They make notes about what pupils can and cannot do and change their plans if necessary. They carefully set targets for pupils to reach and talk about these with them and their parents. They make sure pupils know what they have to do to improve. Staff

use ICT well to support pupils to make good progress in English skills. Teachers show pupils how to draft and organise their work on the computer and how to gain a 'published' final copy. Year 4 pupils have produced their own books which are displayed in their classroom library for others to read. This helps pupils to appreciate that writing is for someone to read and to have a pride in the appearance of their work. Most pupils are well motivated and generally well behaved because they are interested. They concentrate well and try to improve because they want to achieve their targets. Classroom assistants give support to pupils with special educational needs and help them concentrate and contribute to whole class lessons. Teachers monitor the progress of pupils with English as an additional language and ensure they have opportunities to discuss their work regularly with themselves or another adult.

59. The coordinator provides satisfactory leadership. She supports teachers when necessary and has been responsible for building up good quality guided reading resources. Opportunities to monitor and evaluate pupils' progress are now more effective and are beginning to improve the consistency of teaching and the implementation of the agreed strategies. Teachers' plans are monitored and work in books is examined. Teachers have been observed in their classes and this information is used effectively to guide curriculum planning or inform future learning needs of pupils.

MATHEMATICS

60. The school has made satisfactory progress in this subject since the previous inspection and good progress over the last two years. Work seen shows that most pupils in Year 6, reach standards of attainment in line with the national average. Most pupils make satisfactory progress. Although a few pupils make better than expected progress, a significant minority of higher attaining pupils are making unsatisfactory progress. The school is aware of this issue and has identified it as a priority for improvement.
61. The school has satisfactory strategies in place for teaching numeracy. Most teaching of numeracy is satisfactory and the subject co-ordinator is well supported by the Local Authority Numeracy Team. The majority of Year 6 pupils are developing secure investigative skills to solve problems and check for the reasonableness of an answer. Most are able to undertake short multiplication and division of three digit numbers by a single digit. Many higher attaining pupils are not yet able to multiply accurately using three and four digit numbers. Pupils are gaining confidence in describing numbers as a fraction or a decimal but many are still confused when showing this as a percentage. Most can add and subtract decimals to two places. Many higher attaining pupils cannot use all four operations to two places of decimals. The majority of pupils also find it difficult to use this process accurately when undertaking operations using money. The majority can interpret co-ordinates in the first quadrant but few can use all four quadrants. Most are able to construct and interpret line graphs. A few higher attaining pupils can explain simple probabilities. The use of ICT in mathematics, such as handling data, is developing and most pupils are able to construct simple spreadsheets and graphs to show their results.
62. Most teaching is satisfactory and a few lessons were taught very well. Teachers plan and teach appropriately to the National Numeracy curriculum. They have a good subject knowledge and can explain clearly to the pupils what they are to learn in the lesson and where it fits in with what they have learned previously. In the better lessons, the teacher ensures pupils are clear about how to apply their skills to problems. For instance, in a Year 6 lesson pupils were working together on an introductory task, using rules of rounding numbers to the nearest whole number in preparation for the main activity of

dividing to two places of decimals. Although some of the examples set were very challenging, they had strategies to tackle and solve these correctly. Where teaching was unsatisfactory, a small number of pupils found it difficult to concentrate and disrupted others. Although the teacher attempted to deal with this, it was not always successful and the progress of some pupils was unsatisfactory. All lessons have a clear structure to ensure most pupils can use their previous learning in well-planned activities. However, the higher attaining pupils are sometimes given extension activities on worksheets, without the appropriate support. They fail to understand what they are doing or apply this to future learning. When opportunities were given for pupils to discuss what they have learnt and how they will use this learning in future work, they made good progress. These pupils then had the confidence to tackle new learning. Most pupils are interested and excited about their work and co-operate well together to solve problems. Resources are used well. A good example of this was in a very good Year 4 lesson, where pupils used white boards to work out their strategies to identify multiples of five and ten. They were encouraged to appreciate their working out and share it with others. This ensured the pupils' interest and they remained enthusiastic throughout the lesson. Teachers and teaching assistants work well with pupils with special educational needs and they made good progress. Homework is set as part of a planned programme and parents support the completion of the work and this contributes to pupils' progress. Teachers' marking is up to date and gives pupils positive encouragement. Not all comments gave pupils guidance on how to improve their work.

63. The curriculum is broad and balanced and meets statutory requirements. All aspects of the subject are covered appropriately and good use is made of ICT. For instance in a Year 5 lesson, two boys were using the 'change text' function to identify key actions and solve written problems. Mathematics is used well in other subjects. For instance, in a science lesson, pupils were shown how using repeated measurements increased the reliability in an experiment on dissolving salt. Pupils' progress through the stages of learning in the National Numeracy framework has been recorded and used alongside test results to decide the learning needs of groups of pupils. This information is not always in sufficient detail or linked to the end of year assessments to target the specific learning needs of individual pupils, in particular, the higher attaining pupils.
64. The leadership and management of the subject is satisfactory. The co-ordinator has a good subject knowledge and has worked with the Local Education Authority Numeracy Team to train staff in particular areas of the numeracy curriculum. She has a view of pupils' attainment and a plan to improve the standards of higher attaining pupils. However, the agreed actions are not effectively monitored to ensure they achieve their agreed outcomes.

SCIENCE

65. The rate of improvement in the school's results since the previous inspection is significantly better than most other schools. The work in lessons confirms that most pupils' standards in Year 6 are in line to attain those expected but not enough pupils are likely to attain higher than expected standards. Overall this is satisfactory improvement since the previous inspection.
66. Pupils in Year 3 can identify the properties that make particular building materials appropriate for the task and set about testing a selection of papers to establish which was the best to wrap a parcel. The majority of the class undertook the task with enthusiasm but only a quarter of the class approached the task with the required rigour. Year 4 pupils were altogether more systematic as they rose to the challenge of making a switch to light up a bulb in an electrical circuit. They co-operated well in pairs as they tested out their

ideas and tried new approaches if they were not successful. In doing so, many went beyond the standards expected of Year 4, however, their previous work suggests that this is not a consistent feature and higher attaining pupils are not consistently challenged. The same is true of the oldest pupils in Year 6. Last term, pupils labelled forces such as gravity, up thrust and magnetic attraction but higher attaining pupils were not taken on to cover more demanding work. This term's work also has these features. Almost all pupils can explain evaporation and condensation but do not recognise the processes in context. Pupils with special educational needs make good progress because they are given good support by teachers, which enables them to take an effective part in practical sessions.

67. Teaching of science is satisfactory in most respects. Lessons contain appropriate opportunities for pupils to learn the skills of scientific enquiry as well as acquiring appropriate knowledge. For example, a Year 4 lesson challenged and enthused pupils as they tried to build a switch to put into an electrical circuit. They used their prior knowledge of an electrical circuit and materials which conduct electricity and came up with some ingenious solutions. The teacher was adept at prompting pupils to think further and created a strong ethos of scientific enquiry. A Year 5 lesson, taught in the computer room, provided a good demonstration of the movement of the earth around the sun causing day and night before pupils consolidated their knowledge by searching internet sites and information held on CD-ROM. ICT was also used well in a Year 6 lesson on dissolving. A microscope connected to a computer enabled pupils to see the difference in the sizes of salt particles before pupils tested which was the quickest to dissolve. However, they did not concentrate particularly well and key learning points regarding the need to repeat tests to increase reliability were not fully understood. This was also the case in a Year 3 lesson when the excitement of the pupils got the better of scientific rigour. The teacher's management of the lesson was weak in that she reminded pupils about their behaviour rather than provide clear and direct teaching of the skills she wanted them to acquire. A further weakness is that most lessons are planned to cover what pupils are expected to know and understand. Teachers do not consistently provide work for higher attaining pupils which enables them to achieve better and this is why relatively fewer pupils go on to attain higher than expected standards.
68. Leadership and management of science is satisfactory in most respects except that the co-ordinator has not had the opportunity to monitor science actually being taught. He has, however, used a range of other monitoring strategies including an analysis of National Curriculum test papers, sampling pupils' work and, most usefully, talking to pupils to gain their perspective of teaching and learning in science. From this the co-ordinator recognises the underachievement of higher attaining pupils and is currently researching ways of addressing the issue.

ART AND DESIGN

69. Although most pupils in Years 6 reach average standards and make satisfactory progress, a significant minority of higher attaining pupils are underachieving and make unsatisfactory progress. This is not as good as at the time of the previous inspection, when standards and progress were good. When pupils are taught art skills specifically, they have opportunities to explore and develop their ideas and they make appropriate progress. However, these opportunities are not frequent enough to ensure that pupils' skills across all the elements of art and design are developed fully. Many higher attaining pupils, in particular, do not have sufficient time to explore and develop their ideas. The planning of art and design within other subjects is not detailed enough to ensure the progression of skills in designing and using a range of techniques. This hinders pupils' ability to link what they see, feel or think directly to aspects of art and design. When pupils paint pictures, a few are unsure about colour mixing or how to use brushes

appropriately. Higher attaining pupils often have these skills but are not exploring tones or how one colour alongside another can change the effect of a composition. They also do not evaluate and improve their work. For instance, Year 5 pupils had used pastel and collage techniques to create Winter scenes but the outcomes were unsatisfactory. Pupils are given few opportunities to develop their sculpture and craft skills in three-dimensional pieces of work. However, Year 5 pupils were being shown how to make coil pots for their Ancient Greek topic and their attempts indicated that many pupils had considerable potential.

70. Year 6 pupils can use sketchbooks to investigate moving figures, trying out different positions of limbs and facial expressions, ready for their action painting. Older pupils also investigated techniques used in aboriginal paintings and made attempts of their own. Year 4 pupils looked carefully at how watercolour could be used to create translucent and an opaque effect. They then developed their drawings of Tudor Monarchs, considering which technique would be best used for which purpose. For instance, one boy said that Mary's hair was waxed and therefore opaque would be better, while the jewels would look like glass if they were painted with a translucent mix. However a number of pupils were unsure about how to make purple or pink from their palette. In Year 3, pupils discovered a range of textures within the classroom to use for their Egyptian wall paintings. "This looks hot like sand," or, " This looks like layers in the rock," they said. Pupils study artists' work such as Matisse, Kadinski and Klee and use their styles to create their own pictures. Pupils have some knowledge of paintings from other cultures through their work on African art and visits to local places of worship, although there are few recent examples in some year groups.
71. Teaching is satisfactory and it is good when teachers are focusing directly on teaching art skills. However, teachers do not always have high expectations of what pupils can achieve. In some lessons, pupils are not given sufficient opportunity to evaluate and improve their work or skills. However in a good Year 4 lesson, pupils were given a demonstration of how to test watercolour mixes before applying them, and to think carefully about the effect they were trying to achieve. They did this well and made good progress. In the Year 5 pottery lesson, pupils were shown how to join coils together and make handles and spouts the appropriate size for their jugs. However in the lesson on hieroglyphics, many pupils were not sure how to use the wax crayon for rubbings appropriately. This was not highlighted in the teacher's planning or developed sufficiently during the lesson. The opportunity was not taken to use a medium other than a pencil on the wax crayon for their hieroglyphic secret message. Although most pupils completed the task appropriately, a number were confused about the development of their skills in art and saw the main objective as writing hieroglyphics. This hindered their progression in art, as many were not sure about the impact of wax resistance in their future work. There were examples in art and design lessons where teachers made good use of pupils' evaluations about their own and others' work. In one lesson, pupils were asked to make a positive comment about other pupils' work to help them make progress. Teachers have begun to assess which pupils have made satisfactory, unsatisfactory or good progress in units of work. This is not in sufficient detail to inform future learning needs of these pupils. Sketchbooks are available but are not used in all classes. At present teachers are unsure how to use them to help pupils collect ideas, practise skills and develop their ideas.
72. Good use is made of visits to museums and art galleries in Nottingham, as well as bringing in visiting artists. The co-ordination of art and design is satisfactory. The co-ordinator has collected examples of good pieces of pupils' work and put these in an ICT folder as a resource for teachers and pupils. Each year the co-ordinator plans an 'Arts Week,' where all teachers plan the curriculum around a theme. Last year it was the

Golden Jubilee and this term it is focused around the theme of masks. A professional mask maker is supporting the school and examples of pupils' work in art and design, drama and story writing will be celebrated in an assembly at the end of the week.

73. The co-ordinator has good subject knowledge and regularly monitors teachers' planning and offers advice on activities. However, he has not had recent opportunities to monitor and influence what is happening in classrooms.

DESIGN AND TECHNOLOGY

74. There was little evidence to make a judgement on pupils' standards of attainment or their progress because it was not possible to observe lessons during the inspection and the school provided very few examples of pupils' work for examination. From other evidence, although Year 6 pupils' standards are average, it is clear that overall provision is unsatisfactory and this is a significant decline from the previous inspection when pupils were judged to make good progress and attain above average standards.
75. The only work available for inspection was from Year 3 pupils who completed a project on "Healthy Sandwiches" in the autumn term. This indicates that they had thought carefully about ingredients, had considered issues such as food safety and hygiene and had recognised the need to make the appearance of the sandwich attractive. Pupils in Year 4 started a project on "Making Monsters" in the autumn term by completing initial designs. However, these are little more than sketches and do not indicate how pneumatic components, the main focus of the project, are to be introduced into the model to make various parts move. The work has been suspended and there are no firm plans to bring it to a conclusion.
76. Pupils in Year 5 and 6 have not done any work in design and technology in the current academic year despite the long term plan specifying projects to be completed in the autumn term. Year 5 teachers plan to do a topic in the second half of the spring term and one in the summer; Year 6 teachers plan to complete both the scheduled projects in the summer term. This leaves a complete year since previous work was undertaken which is too long a gap for pupils to build up their skills, knowledge and understanding of design and technology.
77. Discussions with Year 6 pupils suggest that, if given the opportunity, they are capable of achieving the high standards seen in the previous inspection. They talked with enthusiasm about previous work in design and technology despite it being done some time ago. They described a project to make a claw, operated by strings, to pick up an egg and demonstrated a sound appreciation of the processes required to make it and evaluate its effectiveness. They again spoke with enthusiasm about models of fairground rides they made last summer term but were disappointed the work did not include, as it should have done, electrical motors to make their models work. They are looking forward to their next project on soft toys, noting that the toys will be used by young children and so will need to be strong, durable and safe.
78. The co-ordinator has done much to ensure that the policy and scheme of work provide a secure basis for teachers to plan and has organised an adequate range of resources. However, these are not being used effectively and pupils are not receiving the range of experiences they should. Therefore, leadership and management of design and technology are ineffective.

GEOGRAPHY

79. During the inspection it was not possible to inspect geography being taught but from other evidence it is clear that most pupils make satisfactory progress and reach average standards in Year 6. Pupils with special educational needs make satisfactory progress.
80. Pupils cover the recommended content in the geography scheme of work. In Year 3 pupils learn about symbols on maps, how to draw plan views of buildings and about life in Egypt. The work on Egypt is closely linked to their history topic and teachers organise the term's work, so that pupils have a better understanding of time and place. They decide in which order they will teach history or geography. This sometimes results in an uneven distribution of time given to either subject. By Year 6, pupils know where water comes from, how it is stored and its many uses. Close links with the local sewage plant enrich pupils' experiences. One pupil remarked, "Tap water has been through more cleaning processes than bottled water." They can find places on a map of the United Kingdom and know which direction to take to travel to London. However, they are unable to use map keys with confidence. Pupils know about continents and can identify places on a world map. They know about pollution but are unclear about the full range of human influence on the environment. For example, Year 5 pupils were unsure about the explanations of why oil may be found in rivers. Pupils could not locate different seas but when asked about the meaning of a channel, one pupil replied, "It's a stretch of water, which separates or joins two land masses."
81. Leadership is satisfactory. The co-ordinator's action plan has sensible and manageable priorities for development, one of which seeks to raise the profile of geography across the school. She monitors teachers' planning and offers advice to them on activities. She also examines pupils' work to identify progress against the scheme of work. However, she has not had opportunities to monitor teaching. Teachers assess which pupils have made better than or worse than expected progress at the end of units of work. This does not provide sufficient information to identify what pupils need to do to improve. The co-ordinator is working with the deputy headteacher in looking at ways to make the assessment of geographical skills more effective. The school has attempted to address the shortage of geography resources identified at the previous inspection. Although new atlases and ICT software have been purchased, there are not sufficient resources to support the needs of two classes working on the same topic. For example, there is only one good quality globe for use throughout the school.

HISTORY

82. Year 6 pupils' standards of attainment are average and they make satisfactory progress. Standards are below those in the previous report when standards were above average and progress since then has been unsatisfactory. Pupils with special educational needs make good progress because of the good additional support they receive in lessons.
83. Pupils in Year 6 know the key events in Victorian times, such as the opening of the first passenger railway in 1825. They can research information from a variety of resources and record their findings in their own words. For instance, when a Year 6 girl compared life in a Victorian School to the modern day, she noted, "We don't have to stand up to answer questions from the teacher." They know about Kings and Queens such as Elizabeth 1, Henry VIII and Queen Victoria and can place them in chronological order. Year 3 pupils researched how the schools in Arnold have changed over time and then linked this to their new topic, by looking at writing in ancient Egypt. In Year 4, pupils were

investigating why people invaded Britain, through their work on Romans. One pupil wrote, "Britons were always fighting each other and weren't very organised to fight off invaders."

84. Teaching is satisfactory. Teachers plan units of work from the recommended curriculum and identify activities for different abilities. Most teachers use photocopied source materials appropriately to support these activities and enable pupils to look for and analyse information. For instance in a good Year 5 lesson, on soldiers in Ancient Greece, pupils discovered from paintings of Greek soldiers were more muscular than their enemies and were often placed above them on the pots or paintings to show superiority. They also discussed in a mature way, why the painting of strong naked warriors was meant to frighten their enemies. However, there are a few instances where pupils had not used historical information to complete the task. For instance, when Year 6 pupils were studying poor people in Tudor times, lower attaining pupils had coloured in a photocopied example of a poor family inappropriately. Their clothes were bright blues, reds and purples and more like kings and queens. Pupils are interested in history and keen to learn. For instance, in a good Year 4 lesson, the teacher adapted the structure of the lesson on the wives of Henry VII, to take account of a rhyme offered by a pupil. "Divorced, beheaded, died, divorced, beheaded, survived!" This provided a useful focus for the pupils' research, motivated them and enabled them to have a method of remembering the information. Teachers make good use of well-planned trips to Nottingham Castle, Nottingham Galleries of Justice and Woollaton Park to study the Tudors and Newstead Abbey to study the Victorians. These visits make a valuable contribution to pupils' cultural development and bring the subject to life. Teachers use ICT well to support learning in history. For instance in a Year 3 lesson in the ICT suite, pupils researched information about Ancient Egyptians and created their own reference page.
85. Co-ordination of the subject is satisfactory. The co-ordinator has good subject knowledge and uses this to support teachers when planning activities. A good range of local photographs, posters, source books and magazines have been developed. However, they are not clearly linked to the units of work, which makes it difficult for teachers to access them. She monitors teachers' planning and ensures that the scheme of work is covered. However, she has not had the opportunity to monitor teaching. She has introduced a system to identify pupils who have achieved better than or less than satisfactory results in topics. This information does not identify what pupils need to do to improve.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

86. Pupils make good progress and Year 6 pupils now attain average standards. This is a significant improvement since the previous inspection when standards were judged to be unsatisfactory. Improvements are due to better resources, an increase in the amount of time ICT is taught, together with teachers having greater confidence in teaching the necessary skills.
87. Pupils are taught key ICT skills in a considered and systematic way. For example, pupils in Year 4 know how to set up a database with appropriate fields and records. Pupils in Year 6 can present information in the form of a PowerPoint presentation complete with graphics, animation and links to web sites showing awareness of the intended audience and with a concern for the quality of the presentation. Pupils also have regular opportunities to practise ICT skills to extend their learning in other subjects. For example, pupils in Year 6 used a microscope connected to a computer to look at the difference in size of rock and table salt particles before testing the rate at which each dissolved in warm water. Pupils in Year 3 and 5 used the Internet and information on CD-ROM to

research science and history topics. Year 5 pupils found a computer simulation of the movement of the earth around the sun, which consolidated their understanding of a difficult concept. Year 3 pupils found a wealth of information about Ancient Egyptians and made appropriate notes for when they went back to class. In both aspects, pupils framed careful questions to narrow down their search and saved the information to their own files. Discussions with pupils indicate they are aware of the need to use passwords to protect privacy. However, pupils' use of e-mail is not yet widespread.

88. Teaching is good. Lessons are clearly planned and identify the skills pupils are intended to acquire. Teachers are confident in demonstrating particular routines. For example, in a Year 3 lesson the teacher gave clear instructions to pupils, usefully likening the content box to the contents page in a reference book and encouraging pupils to use the "Back" and "Menu" buttons. Teachers are also confident in integrating ICT into their teaching as with the use of the microscope. As a result, pupils have good attitudes to ICT and learn well. They co-operate in pairs when working in the computer suite, concentrate on the tasks they are given and are pleased with their growing mastery of a key skill. For example, Year 6 pupils working on their PowerPoint presentations showed great appreciation of the work of others and willingly shared ideas.
89. Leadership and management of ICT are good and have been effective in improving the unsatisfactory position noted in the previous inspection. Good support is provided for teachers through training workshops and individual guidance. The scheme of work provides a clear progression of skills and additional time has been allocated for the teaching of ICT. All this has combined to improve standards. Lessons in ICT have been observed, most recently by the headteacher and the Local Education Authorities Link Inspector. Constructive criticism was provided confirming the quality of the lesson and giving pointers for further improvement. This activity now needs to be a key part of the co-ordinator's work so that recent improvements can be consolidated. The school has developed a good ICT suite to which all pupils have regular access. Computers in the ICT suite are also linked to a computer in each classroom to provide access to the central information.

MUSIC

90. Music is a strength of the school. By Year 6, standards are above those expected nationally and pupils make very good progress. This is due to the effective coordination and teaching throughout the school. Standards of singing and playing are good because of the enthusiastic and very good specialist teaching. The school's aims are reflected very well in the subject because pupils are taught to work together well, to take care of instruments and produce work of high quality. This is good progress since the previous inspection.
91. Pupils really enjoy music. Throughout the school they sing tunefully and enjoy the challenge of creating a group sequence. The music specialist teacher makes sure that songs have a good sense of rhythm so that pupils are keen to practise and perform well. Year 4 pupils learn to layer sounds, identify timbre in different instruments and write lyrics to their own songs. By Year 6, pupils can explore changes in pitch, tempo and dynamics. They compose ostinatos using a limited number of notes. They can interpret notation to perform significant parts and can explain their own contribution, for example, leading or providing rhythmic support. All pupils have access to the full music curriculum and special educational needs pupils make good progress because of the support and encouragement they are given.

92. Pupil and teacher relationships are good. The teacher makes lessons interesting and pupils want to play a full part. They really enjoy using instruments to make rhythms and this helps them to make progress.
93. There is a suitable policy for music and nationally recommended schemes of work are being followed. Levels of music knowledge and skill in the performance of music are enhanced through the teaching of specific techniques to those pupils who have auditioned and attend choir sessions. These pupils and those who attend orchestra practice bring an enthusiasm for music back to their classes. This enthusiasm is built on, in turn through the links between music lessons and work in other subjects. The co-ordinator is a skilled musician who makes sure that music lessons are linked to studies in other subjects. For example, Year 5 are studying Ancient Greeks in history so the music lesson began with a discussion using a picture of Greek people playing instruments. Pupils then worked on a modern version of Orpheus. In Year 6, pupils are studying rivers in geography and ideas from Vitava, music by Smetana are used to create a musical composition. It is the strong link between music and other subjects which generates enthusiasm and allows pupils to see the relevance of music to everyday life.
94. Teaching is very good. The specialist teaches all classes once a week. She has high expectation of pupils' listening and performance and of their behaviour and pupils usually respond accordingly. The teacher skillfully encourages pupils of all abilities to achieve their best. Planning is clear, and practical activities are used to explore a range of sounds and develop pupils' skills. The teacher regularly records compositions so that pupils can evaluate their performance and say how it could be improved. In lessons pupils are confident to admit their mistakes and assess their performance. For instance, after one performance a pupil said, "I lost it a bit." Because she teaches two classes in the same year group side by side the teacher evaluates her lesson and adapts the second session so that it better meets the pupils' needs.
95. The subject is led well. The co-ordinator works with all teachers to plan lessons. She makes and records assessments of pupils' progress, which she uses to inform annual written reports to parents. Due to the short time the co-ordinator is in school, these assessments are not routinely shared with teachers. Resources are barely adequate for whole class lessons and there is a limited range of instruments available.

PHYSICAL EDUCATION

96. Pupils in Year 4 attain good standards in swimming; many are already confident in the water and can swim more than 25 metres unaided. In dance, pupils in Year 3 and 5 attain average standards. In gymnastics, whilst Year 6 pupils can create sequences, some of the movement lacks control and precision. Although standards in gymnastics have fallen slightly since the previous inspection, overall pupils make satisfactory progress and attain average standards. The school has made satisfactory progress since the previous inspection.
97. Year 4 pupils behave well when visiting the local swimming pool and their response to a safety procedure test was exemplary. In the pool, they worked intensively, showing determination to improve their leg and arm action for front crawl, back crawl and surface dives. Pupils in Year 3 enjoyed learning a traditional English country dance; they remembered the basic step from the previous lesson and added a new one to extend the dance. Year 5 pupils also enjoyed learning a traditional Greek dance. They mastered the basic side to side movement and started to introduce some imaginative variations in response to the music. Year 6 pupils concentrated well in making up sequences of gymnastic movement which incorporate a large ball. Most could evaluate the work of

others and identify good features and those which needed improving. However, they tended to become absorbed with developing the sequence and the quality of the actual movement lacked control and precision.

98. Teaching is satisfactory overall and ranges from very good to unsatisfactory. Swimming is taught very well, both by teachers from the school and by instructors employed at the local leisure centre. Very clear instructions and use of demonstrations by more able pupils ensure that pupils are clear about what is required. Teachers watch carefully as pupils practise and give well-timed coaching points which keeps the level of demand and expectation high. Pupils match this with energy and determination enabling the vast majority of pupils to sustain vigorous exercise over the full session. Teachers have good subject knowledge and this gives pupils' confidence to try out new ideas. For example, a Year 5 class were a little tentative and self-conscious about their first attempts at traditional Greek dancing. However, the teacher persevered and by the end of the lesson all the class were clearly enjoying the experience. The other Year 5 class also made similar progress and the final performances were done with a sense of pride and achievement and the teacher rightly praised their work. Pupils were also very appreciative and supportive of each other's efforts when they came to evaluate their work. In this lesson and in a Year 6 gymnastics lesson, pupils with statements of special educational need were fully included in the lesson by teachers and fellow pupils enabling them to overcome their disability and achieve well. All lessons are well structured and pupils understand the need to warm-up and cool down. In a Year 6 gymnastics lesson, the pupils themselves led the warm up and followed up by giving a great deal of thought in developing sequences of movement. However, in one lesson, the behaviour of pupils was not adequately managed and many were more concerned in kicking and heading the large ball rather than incorporating it into the sequence.
99. Pupils have many opportunities to develop their sporting interests in and out of lessons. The school regularly fields teams in local competitions and coaches from various sporting bodies and local professional clubs visit the school. Older pupils have an opportunity to undertake outdoor and adventurous activities on a residential visit to North Staffordshire.
100. Leadership and management are satisfactory. The co-ordinator has done much to promote physical education in the school since her recent appointment to the post. The scheme of work provided by the Local Education Authority is used well and the co-ordinator, and her predecessor, have monitored teachers' plans and given detailed and constructive guidance to teachers to ensure that pupils receive a broad and balanced programme of physical activity. However, here has not been an opportunity to observe teachers and pupils at work and consequently she does not have an accurate view of the quality of teaching and attainment of pupils.

RELIGIOUS EDUCATION

101. Year 6 pupils reach standards that are in line with the expectations of the Locally Agreed Syllabus. This is satisfactory progress since the previous inspection. Pupils, except for a few higher attaining pupils make satisfactory progress because teachers plan well. Pupils with special educational needs receive good support and participate fully in lessons. Pupils respond well because they are given many opportunities to use their well-developed oral skills in discussions. Religious education makes a good contribution to pupils' spiritual, moral, social and cultural education. Teachers plan effective opportunities for pupils to begin to understand their own culture and learn about the beliefs and customs of other religions. Pupils are taught to respect others' feelings in a mature and responsible way.

102. In Years 3 and 4 pupils study Christianity and the importance of different symbols in religion. In Years 5 and 6 they read parables and other stories from the new testament and explore the beliefs of other faiths including Islam and Buddhism. Pupils gain good knowledge, which they begin to link to events in their own lives. They use role-play to revisit real situations and express their ideas and opinions. Pupils discuss such issues as the moral dilemma faced by the Prodigal Son. Pupils take on roles and argue right and wrong from the points of view of different characters. They are very clear about moral issues. For example, one pupil commented that, "The older brother has a right to be angry. The younger brother is spoiled by his father." The story also offers an opportunity to explore forgiveness and the significance of a modern day similar story, to events in pupils' own lives. The range of teaching strategies, including role-play, paired and group work, leading to a class discussion is effective in reviewing work and promoting understanding.
103. Teaching is generally good. In the best lessons where teachers share a genuine interest in the pupils' ideas and feelings, pupils are motivated and develop their own sense of self worth. This was evident in a Year 6 lesson where pupils shared their ideas about Islam. Pupils were encouraged to consider the customs but were also encouraged to express a personal viewpoint. Some pupils began to talk about friends who were Muslims and how they felt about this. Where management of behaviour is good and teachers are confident about the subject, they use this practical approach effectively. It allows pupils to experience situations, consider all of the possibilities and have better understanding. However in a small minority of lessons, pupils complete worksheets or copy text from the board. This does not help pupils to understand difficult concepts and the work does not match the needs of all pupils. Most teachers question pupils effectively during lessons but they do not collect sufficient information to be sure how much they have learned. This means that they do not always build on what pupils can already do.
104. The previous report commented on the shortage of resources. The school has begun to purchase artefacts, which will support learning about a range of faiths. Teachers use these resources to stimulate discussion and interest pupils. However, the range of resources is limited and there are too few for pupils to handle and talk about them. The school uses visits and visitors effectively to give pupils first hand experiences. The co-ordinator monitors teachers' plans and examines pupils' work to ensure that the scheme of work has sufficient breadth. She does not currently monitor teaching and learning. This means that the school has no clear picture of the progress pupils make and it does not have the information to support the development of its teachers.