

INSPECTION REPORT

**LOVERS LANE PRIMARY AND NURSERY
SCHOOL**

Newark

LEA area: Nottinghamshire

Unique reference number: 122595

Headteacher: Mr R Cronshaw

Reporting inspector: Bernice Magson
18143

Dates of inspection: 27 – 30 January 2003

Inspection number: 248368

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address: Warburton Street
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Appropriate authority: The governing body

Name of chair of governors: Mr A Taylor

Date of previous inspection: 8 December 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18143	Bernice Magson	Registered inspector	Information and communication technology Music English as an additional language	What sort of school is it? School's results and their achievements How well are the pupils taught? Leadership and management What the school should do to improve further
19374	Wendy Sheehan	Lay inspector	Educational inclusion	Pupils' attitudes values and personal development How well does the school cares for its pupils? How well does the school work in partnership with its parents?
10214	Brian Milton	Team inspector	Mathematics Geography Physical education	
17763	June Foster	Team inspector	English History	How good are the curricular and other opportunities offered to pupils?
30590	Peter Tuttle	Team inspector	Science Religious education Special educational needs	
8839	Mike Egerton	Team inspector	The Foundation Stage Art and design Design and technology	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This average sized primary school is situated close to the town centre of Newark, serving an area of social deprivation and family stress. The 239 pupils on roll, including 50 part time nursery children, are housed in three buildings all on the one site. Year groups vary in size because of high levels of movement in the area and some classes have significant gender differences. Children are admitted into the nursery in the term closest to their third birthday. Attainment on entry varies, but is mostly below what is expected for children of this age, particularly in their communication and early language skills. Fourteen per cent of pupils are identified as having special educational needs, a below average figure. One pupil has a statement for their special needs. Almost all pupils are of white British origin with only one pupil at early stages of English language acquisition. A small group of travellers' children attend the school. At 31 per cent free school meals entitlement is above the national average. The school has experienced significant changes in staffing and membership of the governing body during the last two years.

HOW GOOD THE SCHOOL IS

The school provides a satisfactory and improving quality of education for its pupils. Improvements in standards over time are greater than the national trend. By the time pupils are 11 years of age standards are average in mathematics and just below the national average in English. Standards in science are still well below the national average, although improving rapidly over time. In all other subjects standards are average. Teaching is satisfactory overall, but with some good features. In the nursery and reception classes teaching is good. The overall leadership and management of the school are unsatisfactory. Several key staff and governors have joined the school recently, and they are still developing their roles. The school gives satisfactory value for money.

What the school does well

- Strong commitment among teachers and teaching assistants to the care and well being of pupils.
- Children make a good start to their education in the nursery and reception classes.
- Provision for pupils with special educational needs is good.
- Provision for the moral, social and personal development of pupils is good.
- The partnership with parents is good.

What could be improved

- Standards in English and science by the ages of seven and 11, and in mathematics by the age of seven.
- Leadership and management.
- Planning and assessment to ensure that pupil's knowledge, understanding and skills are developed progressively and systematically.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been a satisfactory rate of improvement since the school was last inspected in 1997. Most of the key issues have been addressed, although some need further development. In music, history and information and communication technology standards are now average. However compared to the last inspection there has been a decline in standards of 11 year olds in English in national test results. Standards have declined in religious education by 11 years of age, but are nonetheless satisfactory. For the current Year 6 standards are below the national average in English, mathematics and science. In all other subjects attainment is average. There has been good improvement in the provision for children in the nursery and reception classes where the quality of teaching is good. In Years 1 to 6 teaching is mostly satisfactory but with some good features. This represents a decline in teaching since the last inspection. Pupils' behaviour remains good overall and they have sustained positive attitudes to their learning. There is a satisfactory capacity to improve further.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	E	C	D	C
Mathematics	E	D	C	B
Science	E	E	E	D

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

Over time there has been good improvement in standards for Year 6 pupils, achieving average standards in 2002 in mathematics and standards just below the national average in English. In science although there has been good improvement, standards are still well below the national average for 11 year olds. Overall standards are improving at a greater rate than nationally. Each year girls perform consistently better than boys in all subjects, although over time boys have shown a more rapid rate of improvement. In 2002 the gender difference at the age of 11 was greater than nationally. The schools achieved its targets for Year 6 pupils in mathematics, but in English results were slightly below predicted levels. Compared to schools of a similar type, test results in mathematics are above those of similar pupils, comparable to those of similar pupils in English, but below in science. The judgments of the inspection for the current Year 6 are that standards are below average in English, mathematics and science. However any meaningful comparisons of standards in this cohort are difficult because of special factors. There are many more boys than girls and increased numbers of pupils have joined or left the cohort over time. The current Year 6 are achieving above average standards in investigative science, because of the greater emphasis on practical activities, which pupils enjoy. Additionally standards in speaking and listening are improving and pupils use a wider, purposeful and more accurate vocabulary in all their work. In all other subjects standards are satisfactory. Most pupils make satisfactory progress in lessons, including the small number of Travellers' children and those with English as an additional language. Pupils with special educational needs make good progress because of the good level of adult support. Children make good progress in the nursery and reception classes. However when they start the National Curriculum in Year 1 standards are below expected levels for their age in most areas of learning, particularly in communication and language skills. In Years 1 and 2 pupils make satisfactory progress. At seven in the latest national tests, pupil performance was below average in reading and well below average in writing and mathematics. Almost a quarter of the cohort did not achieve nationally expected levels in reading, writing and mathematics and only five per cent achieved the higher Level 3 in writing. When compared with pupils in similar schools, pupils achieved similar results in reading but have standards below other pupils in writing and mathematics. Inspectors judged that standards are below average in reading, writing and mathematics, but are average in all other subjects. Standards for seven year olds are not improving in line with the national trend and in writing they have declined over time.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and show good interest in all activities.
Behaviour, in and out of classrooms	Good. The good management of behaviour by teachers enables pupils to achieve good standards in classrooms and at playtimes
Personal development and relationships	Satisfactory overall. Pupils get on well together. There are few opportunities for pupils to take on responsibilities around the school.
Attendance	Attendance is now improving, although below the national average. Poor punctuality of some pupils is affecting their learning.

Positive relationships between pupils and their teachers encourage pupils to improve their learning

TEACHING AND LEARNING

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

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

Teaching is satisfactory overall and has some good features. In the nursery and reception classes teaching is good consistently, because teachers provide children with purposeful and challenging activities based on good knowledge of what they can do and very good knowledge of an appropriate curriculum for children of this age. In Years 1 to 6 there are examples of good teaching in individual lessons but this is not maintained over time. In all lessons teachers managed pupils well so that concentration levels are sustained and cooperative learning takes place. All teachers have high expectations of pupil behaviour. During the inspection some good teaching was observed in literacy in Years 1 and 2, and in numeracy throughout the school. Lessons were well planned and basic skills taught successfully. In most lessons teachers plan a satisfactory range of activities to develop short term learning objectives with some more additional activities planned for the higher attaining pupils. Relationships are good and learning targets identified in lessons are mostly achieved. However, although short term planning is satisfactory, many teachers plan in isolation and insufficient attention is given to the systematic development of knowledge and skills based on pupils' previous learning. Some teachers are insecure about appropriate subject knowledge for their age group and in these lessons learning lacks challenge. For mixed aged classes of Years 5 and 6 specialist teaching takes place in mathematics and learning tasks have a better challenge. Art is taught well in all year groups. In the small number of unsatisfactory lessons insufficient attention is given to providing work matched to the age and ability levels of pupils by using assessment of prior attainment. In these lessons pupils are capable of learning more than they do at present.

OTHER ASPECTS OF THE SCHOOL

Aspect	
The quality and range of the curriculum	The curriculum is broad and meets statutory requirements in full. There is a weakness in curriculum planning which affects the balance of subjects for some year groups.
Provision for pupils with special educational needs	Provision is good and pupils achieve well. Pupils' learning needs are met in well planned strategies of intervention and assistance
Provision for pupils with English as an additional language	There is satisfactory provision for pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall with good provision for the social and moral development of pupils. Insufficient emphasis is placed on preparing pupils for life in a multicultural society.
How well the school cares for its pupils	Good. Provision for the care and welfare of pupils is good. Satisfactory assessment procedures are in place, but the use of assessment in teacher planning and tracking pupils' progress is unsatisfactory.

The school has a good partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Unsatisfactory. The headteacher manages the school satisfactorily, but there is a lack of clarity in its direction. Several changes in key personnel have led to uncertainty in the process of decision making.
How well the governors fulfil their responsibilities	Satisfactory overall. Governors have a broad understanding of the strengths and weaknesses in the school. They are still developing their roles and responsibilities in strategic planning.
The school's evaluation of its performance	Unsatisfactory. Monitoring and evaluation lacks rigour and is insufficient to bring about improvements in pupils' standards.
The strategic use of resources	Satisfactory. Financial planning provides effective support of planned initiatives. Good use is made of available resources. Governors apply the principle of best value when purchasing supplies and services

Staffing accommodation and learning resources are satisfactory overall. However accommodation difficulties restrict learning opportunities in some subjects, for example in physical education. The headteacher, teachers and governors recognize that their overview of the work of the school is limited, restricting developments in its leadership and management.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children enjoy school • Parents are comfortable about approaching the school with questions and concerns • The teaching is good • Children are making good progress • The school expects children to work hard 	<ul style="list-style-type: none"> • Standards in music • Links with parents • An appropriate challenge in homework tasks for pupils of different abilities

Inspectors endorse most of parents' positive views about the school, though they do not agree that teaching is consistently of a good quality. Inspectors judge standards in music to be average for pupils at seven and 11 years of age. Links with parents are good and match those provided by many other schools. Inspectors believe that homework is satisfactory but agree that it could provide a better challenge for pupils of differing abilities.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 At the time of the last inspection standards for pupils at the age of 11 were considered average in English and mathematics, but below average in science. In the last five years standards for 11 year olds have shown good improvement and are now nearer to the national average in national tests. The improvement has been greater than the national trend and in 2001 the school received a national achievement award as acknowledgement of improved standards. However, the school recognizes that further efforts are needed to raise standards further. Mathematics is the only subject in which the 2002 results matched the national average for 11 year olds. In English standards in 2002 were below the national average, and well below average in science. When compared to standards of pupils in schools of a similar type standards are above average in mathematics, average in English but below average in science. The school has started to address the weaknesses in pupil performance in English and science, for example by providing more appropriate reading material for junior pupils to use in English lessons and in science by increasing opportunities for all pupils to undertake investigative activities.
- 2 Standards have not shown the same improvement over time for pupils in Year 2. In reading standards are below the national average, and well below average in writing and mathematics. In writing standards in national tests have shown a decline over time. Compared to the last inspection standards have declined in reading, writing and mathematics, and in science, according to teacher assessment. These lower than average standards reflect the decline in children's attainment on entry to school, which is shown in their initial assessments. Compared to pupils in similar schools standards are average in reading but below average in writing and mathematics. In the last two years staff changes and long term illness have made it difficult to maintain a consistent teaching approach in both Years 1 and 2. At the time of the inspection a new class teacher was working in Year 2 and still establishing her routines and expectations of work levels. This uncertainty and change is affecting rates of pupils' progress.
- 3 On entry to school children's attainment is below expected levels in communication, language and literacy, mathematical and creative development, in knowledge and understanding of the world and in their personal and social development. Only in physical development is their attainment close to expected levels for their age. By the end of the reception year children are achieving well but their attainment remains below expected levels in all areas of learning, except physical development, which is at expected levels. Many children have particularly poor levels of communication. Full time education starts at the beginning of the term in which children are five. Achievement in the reception class is very varied. For summer born children the change in provision from part time nursery to full time reception class is much later with less opportunity for children to attain their Early Learning Goals. However in the nursery and reception classes good foundations are laid for children's later development in literacy, numeracy and scientific skills. Children achieve well in learning basic sounds, in recognizing number shapes and in exploring the world around them. Good progress is made in personal, social and emotional development. Through the good teaching and well planned intervention children make good progress in all areas of learning although there are still weaknesses in the behaviour and attitudes of some pupils as they enter Year 1. Children with special educational needs and travellers' children who achieve well because of the good levels of support provided for them in their learning.
- 4 Throughout school there are differences in the attainment of boys and girls greater than national differences. In both Years 2 and 6 in national tests girls achieve consistently better than boys in all areas tested. In Year 6 in mathematics the gender difference is narrowing gradually.
- 5 Pupils with special educational needs make good progress over time and achieve well in meeting the targets set for them in their individual education plans. Sensitive intervention when appropriate helps these pupils gain in confidence and as a result they learn at a faster rate. However where tasks are not matched to prior learning and expectations are set at too high a level, progress is slower.

- 6 In speaking and listening standards improve as pupils become older and by Year 6 most pupils are attaining expected levels for their age. Teachers recognize that the development of speaking and listening is a priority. In literacy lessons they include opportunities for discussions and through skilful questioning teachers encourage pupils to answer using more complex sentences to explain their ideas. By Year 6 pupils are using some technical terminology appropriate to each subject of the curriculum. Pupils are attentive in lessons and listen carefully to the views of their classmates. Higher attaining pupils often lead discussions but willingly invite and include others in their discussions. When pupils are excited about a topic they chatter confidently together. For example, in a discussion on the recent residential visit Year 6 pupils eagerly and confidently contributed to a general discussion to describe activities. Where discussions do take place, such as in assemblies, all pupils make good progress in speaking and listening.
- 7 In reading standards are improving slowly for pupils in Years 1 and 2 partly because of staff changes and differences in the teaching of reading. Pupils have made good progress in learning pre reading skills in the nursery and reception. By Year 2 most pupils learn basic skills of reading but few are confident readers. The contribution of parents with reading homework is helping to raise reading standards and is appreciated by school staff. A good initiative is the introduction of reading records for group reading in Years 3 to 6. Teachers are recognizing the benefits of more accurate assessments of pupils' reading standards and their increased ability to suggest more precise targets for improvement. By 11 years of age higher attaining pupils have developed more advanced reading skills. Throughout school the teaching of library skills is unsatisfactory and by Year 6 only a small minority of pupils can find information for themselves using library books. Standards are well below average in writing for pupils by seven and below average by 11. Standards are improving in Years 5 and 6 where pupils are giving greater consideration to the needs of the reader and choosing words more carefully. They can write biographies, poetry or scientific reports. However apart from a group of higher attaining pupils the majority still need help with the structure of their writing and their choice of vocabulary. Limited vocabulary skills are restricting the progress of younger pupils in Years 1 to 4. Through good teacher help and encouragement some pupils are becoming more adventurous with their choice of words
- 8 Standards in mathematics are improving over time. The below average attainment of children on entry to school affects the standards they achieve at seven years of age. In 2002 standards were well below average in national tests for seven year olds, but average by 11. The numeracy strategy is providing a good structure to lessons and progress is increased where teaching assistants have the opportunity to work with small groups. In Years 3 to 6 rates of progress are increased because there is increased use of problem solving so that pupils can use number skills in practical experiences. The use of ability grouping in Years 5 and 6 is proving beneficial in raising standards as teachers are providing more appropriately challenging activities. With the better analysis of test results learning tasks are planned to help pupils overcome identified weaknesses. Nonetheless standards for the present Year 6 pupils are below average. Pupils are not yet confident in mathematics and few will choose to use mathematical skills voluntarily to help them in other aspects of the curriculum. A small amount of graph work takes place creating block graphs, for example, of favourite foods. More appropriate is the recent work on percentages and averages undertaken by pupils in Years 5 and 6. As part of database calculations in information and communication technology pupils had good opportunities to manipulate numbers to check computer calculations.
- 9 In science the current Year 6 show improvements in scientific understanding due to increased investigative and exploratory work in lessons. This enables a better challenge in practical activities, and increases the opportunity for teacher intervention when necessary, perhaps with pupils who have special educational needs. In information and communication technology standards are in line with nationally expected levels for pupils at both seven and 11 years of age. Improved facilities in the computer suite have increased opportunities for pupils to learn specialist skills. However, there are few computers available in classrooms and as a result the use of computers in other subjects is very limited.
- 10 The average standards in all other subjects represent satisfactory progress for pupils in acquiring knowledge, skills and understanding appropriate for their age. There is insufficient evidence to make a

judgement on pupils' progress in design and technology and geography, but in other subjects progress is satisfactory throughout school.

Pupils' attitudes, values and personal development

- 11 Overall pupils' attitudes and behaviour are good and have a positive impact on their learning. All pupils show a good approach to lessons and all aspects of school. There is nevertheless a difference between year groups with standards improving as pupils mature. In the nursery and reception classes, although children have good attitudes, some have poor social skills. In Years 1 and 2 some pupils do not listen sufficiently well to teachers' guidance or they call out in lessons deliberately disturbing pupils working around them. This can affect theirs and other pupils' learning. In Years 3 to 6 attitudes and behaviour are good and improving consistently. The majority of these older pupils show good self control and a willingness to listen carefully and enjoy their lessons.
- 12 Inspection findings confirm the parents' views that behaviour is good. There have been no exclusions from the school during the current year.
- 13 Children in the nursery and reception settle well into class routines and from the moment they arrive in school are quickly involved in the varied and exciting tasks that have been planned.
- 14 Pupils' attitudes to learning are good. They are generally willing to participate in lessons and settle down quickly to the challenges set. They concentrate well, and usually listen carefully. Positive examples noted during the inspection include a Year 4/5 art and design lesson, where pupils shared ideas enthusiastically, supported each other and shared materials sensibly. Pupils collaborate well and usually work well in groups. Older pupils play games to build skills of teamwork, cooperation and negotiation. For example, in a year 5/6 personal, social and health education lesson when playing the "real game" pupils listened very well to the opinions and ideas of each other. They praised and respected the contributions of their peers. Overall the good levels of interest in lessons contribute to satisfactory progress for pupils.
- 15 Pupils with special educational needs generally have positive attitudes and respond well to the good support they receive from teachers and support staff. There are sound strategies in place to modify the behaviour of a small minority whose concentration and application is occasionally unacceptable. In a mathematics lesson in Year 2, for example, pupils' attitudes to work as well as their personal development were enhanced by varied use of teaching strategies, which maintained pupils' interest. When applying themselves to tasks and activities pupils make good progress towards meeting their individual targets, as well as the objectives set for them in the individual lessons of the curriculum.
- 16 Pupils' behaviour throughout the school varies from very good to satisfactory. In assemblies they generally behave well. An assembly for younger pupils in Years 1 and 2 demonstrated that by involving them in their learning they become enthusiastic well behaved learners. Pupils in Years 3 to 6 enjoy assembly and listen with greater interest. At lunchtimes, in spite of the cramped dining area and small playground, pupils play well and no evidence of bullying was observed. During personal, social and health education lessons pupils have created both classroom and playground rules. In conversation, Year 6 pupils feel confident that any concerns about bullying "will be sorted".
- 17 Pupils' personal development is satisfactory. Pupils are given some responsibilities, as monitors for classroom jobs, but there are only a few opportunities for older pupils to have responsibilities for younger children. Pupils in Year 6 have recently attended a weeks' residential visit from which they learnt independent skills and team building skills. Through personal, social and health education lessons pupils learn to consider social responsibilities in the wider world. In Year 4, for example pupils have been developing their own rules for life. They have analyzed the skills required to carry out occupations and their work shows good reflection on the moral and social aspects of the world around them. Overall cultural development is limited and pupils have little awareness of the rich diversity of cultures within Britain and the world.
- 18 Pupils have good relationships with each other, teachers and learning assistants. In the nursery and reception the relaxed manner and good relationships between the teachers and children engender confidence to answer questions and join in. Year 6 pupils are confident that they can talk to teachers about anything. At the breakfast club there is a sociable friendly atmosphere between pupils and staff.

- 19 Overall attendance for the majority is satisfactory. However there is a small minority of pupils, in particular Travellers' children, who are often absent and this affects the school's overall attendance figures. The school also has a high number of families who take pupils out of school for holidays for example during the autumn term 21 per cent of authorized absence was due to holidays. Although these absences are invariably less than ten days, any absence makes continuity in learning difficult for both pupils and their teachers. Most pupils arrive at school punctually but there is a small core of pupils who arrive after the start of the school day. These late arriving pupils miss the opportunity to settle into class calmly. The school is frequently highlighting this concern in newsletters.

HOW WELL ARE PUPILS TAUGHT?

- 20 The overall quality of teaching and learning is satisfactory. This represents a decline in standards since the previous inspection. However, in contrast, in the nursery and reception classes there has been good improvement in teaching and it is now of a good standard.
- 21 During the inspection the majority of teaching seen in individual lessons was of an overall good quality but a scrutiny of teachers' planning and pupils' work shows that this is not maintained over time. Some very good and excellent teaching was observed in Years 3 to 6 but also a small number of unsatisfactory lessons. In Years 1 and 2 the majority of teaching was satisfactory and no unsatisfactory teaching was observed. When pupils' past work is examined weaknesses in teaching and learning are apparent. Knowledge, skills and understanding have not been developed systematically from year to year, and for pupils taught in mixed aged classes there is some repetition. Some teachers are new to their year group and are still adjusting their planning to take account of new demands. Progress is satisfactory over time but because of insufficient teacher expectation it lacks rigour. This has a detrimental effect on standards by the end of Years 2 and 6.
- 22 In the nursery and reception classes the teachers and teaching assistants are an excellent team who work together very effectively. Good teaching of basic skills of literacy and numeracy provides a good foundation for the development of reading writing and number skills. Children are introduced to an exciting range of opportunities, which develop their confidence and self esteem very well. Some of these children find it difficult to settle into school, to take turns or stay on task for more than a few minutes. They are managed efficiently but caringly so that they are consistently encouraged to comply and experience the joy and excitement of learning. Nursery children are taught to consider the need of others as they care for "Molly" the rabbit. Reception aged children in reading the story of "The Three Bears" are shown the need to take turns and listen to others as they role play these activities together. Good relationships between adults and children develop trust and are the basis for the good improvements, which develop in their social skills. Teachers' planning and assessment are satisfactory, but could be improved. The present systems of assessment used by the school on entry and at the start of Year 1 are inadequate for the school's needs. Teachers recognize that current systems are making it difficult for teachers in Years 1 and 2 and a new system of assessment is to be introduced. This will allow for the full extent of pupils' learning to be measured and value added achievement recognized.
- 23 Most teachers and teaching assistants manage pupils well. They vary activities to motivate and sustain interest, lessons have a good pace and praise is used effectively for good achievement. The use of rewards for example for good behaviour is effective in providing pupils with a competitive aim which they are eager to achieve. Teachers recognize that pupils are more interested, when teaching points are shown visually as well as described orally and as a result achieve greater success in their learning. For example, in a music lesson the teacher retained the flip chart list of teaching points collated the previous week and used these as a method to recap previous learning. In this lesson learning was rapid.
- 24 In Years 1 to 6 the teaching of English, mathematics and science is mostly satisfactory. The literacy and numeracy strategy are providing a sound structure for teaching and learning of reading and number skills and there is a satisfactory balance of activities to ensure class, group and individual needs are addressed in a range of activities. Some teachers also use national guidelines in their planning so that pupils can achieve expected learning outcomes for their age. Assessment

procedures are satisfactory in determining standards in English, mathematics and science, but there are various systems of teacher assessment and as a result teachers have difficulty in predicting pupils' progress or tracking achievement towards agreed targets. There are examples in each core subject of teachers having insufficient expectations of pupils because of insecure knowledge of their subject.

25 Teaching and learning in information and communication technology and music has improved since the last inspection. The school had recognized the unsatisfactory level of provision and limited teacher confidence in these subjects. Most teachers are confident in their teaching and pupils have positive attitudes to their learning. There are good levels of preparation prior to lessons to overcome the difficulties associated with moving pupils and resources between the various buildings. In teaching of information and communication technology a system has evolved where prior to the lesson the teaching points are demonstrated in the classroom with the use of the projector. This is good use of time and resources and enables pupils to work more effectively on tasks in the computer suite. In music the introduction of a teacher scheme book in Years 1 and 2 and the use of national guidelines has provided some consistency of approach. In both subjects teachers have higher expectations of pupils and as a result learning takes place at a more rapid rate.

26 Teaching and learning of pupils with special needs is good when pupils are helped individually or when in small groups situations, with either a teacher or teaching assistant's support. For example in an art lesson in Year 4, pupils were introduced to a new medium of Plaster of Paris and with help all pupils were able to succeed together. In better lessons, teachers have higher expectations of pupils and they respond well. In a very good games lesson for pupils in Years 4 and 5 very good levels of inclusion developed in a game of basketball, so that everyone joined in the game and experienced high levels of joy and anticipation as they bounced and threw the ball to each other. Good support is also provided from a visiting specialist teacher who helps any pupils experiencing behavioural problems. In most lessons pupils make good progress towards meeting the targets on their individual education plans.

27 Key strengths in the teaching and learning are:

- Relationships between teachers and teaching assistants which ensures that a cohesive approach to learning is maintained.
- Class management, discipline and high expectation of good behaviour ensure that lessons are conducted in a calm and supportive learning environment.
- Effective questioning that encourages pupils to think more carefully, such as in an information and communication technology lesson in Year 3 where the teacher asked "Will different colours of font help create various moods for the reader of our holiday brochure?"
- Good opportunities for pupils to explore or investigate in practical activities in science, art and design or music.
- A good range of learning experiences which ensures firm foundations are established in basic skills for children in the nursery and reception.
- Sensitive and effective support for individual pupils, for example those with special educational needs, English as an additional language or travellers' children, so that they can participate fully in all activities.

28 Key weaknesses in the teaching and learning are:

- Some work given to pupils, especially in the mixed aged classes, which does not meet their needs effectively and does not build sufficiently on their prior learning.
- Insufficient expectation of what pupils can achieve based on insecure understanding of National Curriculum levels for each age group.
- Lack of confidence by some teachers in the delivery of English, mathematics and science.
- A variety of teacher assessment systems so that learning is not tracked rigorously over time and in lessons.
- Across all year groups computers are not used enough to consolidate and develop learning in all

subjects.

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

- 29 The school has responded to the key issue from the previous inspection by improving the quality of the curriculum and providing the range of learning opportunities expected. However, although the curriculum is now suitably broad, it remains insufficiently balanced particularly for pupils in mixed aged classes in Years 3 to 6. In literacy and numeracy the school has adopted the national strategy and uses its structure to ensure skills and knowledge are taught systematically. Planning for all subjects follows nationally recommended guidelines. In religious education the school follows the locally recommended programme of the Agreed Syllabus. The new curriculum for children in the nursery and reception classes is fully developed. It effectively meets the needs of the youngest children, introducing them to all areas of learning appropriate for their age.
- 30 All statutory requirements are met. Pupils have equal access to the curriculum. Pupils with special educational needs, travellers' children and those pupils with English as an additional language receive good support and join in all aspects of the curriculum. However, there is some current weakness in planning for progression in learning of knowledge, understanding and skills. The school has not yet developed a long term curriculum plan to give an overview of its curriculum coverage and the quality of mid term planning varies in both quality of detail and presentation. This remains an aspect the school needs to address, particularly as some pupils are now taught in mixed aged classes. The school has recognized that there is a group of pupils in both Years 3 and 5 who are currently missing some parts of the programmes of study normally taught to their year groups. Teachers make good efforts to make the curriculum meaningful and in English, mathematics and science pupils are grouped by prior attainment. However although work is matched to their learning needs, continuous development of skills, knowledge and understanding is not assured. Additionally as assessment procedures vary from class to class it is difficult to track the progress of these pupils over time.
- 31 The cramped accommodation at the school creates some problems for coverage of the curriculum. The teachers have a good range of strategies to compensate for these problems. For example, in information and communication technology lessons the teaching points are taught in the classroom prior to pupils moving to the computer suite, where space is cramped. Teaching and learning in practical subjects are particularly difficult. In an excellent art and design lesson in a Year 4 class, the learning was restricted by difficulties pupils faced in gaining access to the wide range of materials laid out for them. This restricted their opportunities for independent choices. It is difficult to teach physical education at the school. The hall space is cramped and limiting some activities. Pupils aged three to seven have to walk to another building for lessons. The outdoor grassy area and hard surfaces are inadequate for team games. To enable the curriculum to be taught to pupils in Years 5 and 6 the school has developed good links with the local college and feeder secondary school. Students and their teachers give good specialist help in lessons and progress is good.
- 32 The provision for pupils with special educational needs is good. The quality of provision and the progress made by pupils has been maintained since the previous inspection. There is an early identification system in place starting in the nursery. Individual education plans are prepared for pupils with clear targets that are positive, realistic and achievable. Progress towards meeting the targets is monitored and the plans are reviewed on a regular basis. The pupils learn well and make good progress through planned curricular provision and the good support given by the teachers and the teaching assistants. Pupils with special educational needs are given full access to the curriculum and are included in all activities. One good example of this was in a physical education lesson, when a pupil was actively engaged in the lesson, participating fully as a member of a team. Pupils also benefit from the additional educational support given to them at the Eager Beavers' after school club, run by staff and supported by a school governor.
- 33 There are opportunities for pupils to take part in an appropriate range of extra curricular activities. A significant number of pupils regularly attend boys' and girls' football, gym, information and communication technology, netball, and the "Eager Beavers" and breakfast clubs.

- 34 The school makes appropriate provision for the development of pupil's personal and social skills related to their health. Time is allocated to the teaching of personal, social and health education and citizenship and pupils undertake work from Life Skills' programmes. Here, pupils learn about healthy life styles and gain awareness of drug misuse. They explore issues relating to feelings, reflection, relationships, and racism. Sex education is included in the science curriculum. The school has a policy for sex education, which is currently being reviewed and there are plans to build this subject into the curriculum more effectively.
- 35 Overall provision for pupils' spiritual, moral, social and cultural development is satisfactory. Provision for social and moral development is good and satisfactory for pupils' spiritual and cultural development. This is an improvement on the last inspection for both spiritual and moral development.
- 36 Provision for spiritual development is largely promoted during collective worship and religious education. Pupils have the opportunity to reflect on the music played at the beginning and end of assembly. Stories are used to explore values and beliefs. The story of Androcles and the Lion was received with wonderment as "the lion licked Androcles' face". In Year 1, in a religious education lesson, pupils showed a sense of amazement at the beauty of the natural world shown to them with well chosen pictures. Other curriculum areas also support spiritual development. In personal, social and health education lessons pupils are given the opportunity to explore their own feelings and then are invited to empathise with the feelings of other people. Nursery children squeal with delight and fascination when discovering the texture of cornflour and water mixed with glitter. Year 2 pupils celebrate achievement in performing their own musical compositions, raising their own self esteem. Time for reflection is not yet sufficiently developed. Pupils are not always given the opportunity to express their own thoughts and concerns or to make connections between aspects of their learning.
- 37 Moral development is fostered through the insistence on values such as honesty, fairness and respect. Each class has its own set of rules. These often include friendship and looking after and caring for others as well as being helpful. In a Year 4 class, pupils had the opportunity to discuss issues that have an effect on the home, the community and the world. Assembly themes such as "caring for others" support moral development. Pupils in a Year 3 music lesson discussed the need to help each other as well as to value the work of other pupils. Pupils are able to distinguish between right and wrong. In games lessons they accept that rules are an essential part of playing fairly.
- 38 Children develop social skills through the cooperative and collaborative work that is a feature of many lessons. They are provided with opportunities to work together, and take some responsibility for their own learning. The school provides the older pupils with the opportunity to undertake a residential visit. Assemblies are used to celebrate successes and share interests, for example some pupils described their involvement in a local concert.
- 39 The school encourages cultural development through its curriculum. Pupils have the opportunity to explore western art and music. Pupils are taken to music concerts and visit the theatre for the annual pantomime. During the inspection the works of Mozart were being played and discussed. The school provides opportunities to explore major faiths in religious education and looks at other cultures in geography. However, the opportunity to explore a diversity of wider world cultures is underdeveloped.
- 40 Community links are satisfactory, but are more limited than at the time of the previous inspection. The school has good links with the local church, which it uses well for special services. Parents are invited to attend alongside pupils. The school uses local amenities to enhance the curriculum, for example, Years 5 and 6 regularly use the sports hall at the local college. A local shopping organisation is contributing financially to help the school towards providing an all weather outdoor play surface. Links with the feeder secondary school are satisfactory and work placements from students at the secondary school are regularly arranged.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 41 The school has sustained the good standard of care and well being for its pupils reported at the time of the last inspection. All staff are continuously concerned about the welfare of the pupils.

- 42 Health and safety procedures are firmly in place. The headteacher, governing body, premises manager and first aid coordinator all take their roles responsibly and are looking continuously to ensure expected high standards are met. The school's policy for health and safety is comprehensive. The school carries out annual health and safety inspections, monitored carefully by the governing body. Sufficient members of staff are trained in first aid, and appropriate procedures are in place to record and monitor any accidents. Pupils have satisfactory opportunities to learn about their own safety, for example, through the drugs education programme, and visits by the Life Bus, which promotes health awareness.
- 43 Child protection procedures are good. The headteacher is the named responsible person and has received full training. Staff are well aware of the procedures and have received information on what to look for.
- 44 There are satisfactory procedures for monitoring attendance. The office manager oversees attendance on a weekly basis and has recently introduced new procedures to monitor attendance further. There is no clear policy for dealing with lateness among pupils. The school is in the process of introducing first day contact to monitor more closely pupils' attendance. The introduction of a Breakfast Club as an initiative to improve pupils' attendance and promote care for pupils has been reasonably successful. The school has yet to introduce strategies to try and reduce the amount of holidays in term time, which can have an effect on these pupils' progress.
- 45 The school has good arrangements for monitoring and promoting good behaviour and staff have received training. Golden rules and class rules are prominently displayed and pupils have worked alongside teachers to create the golden rules. Lunchtime assistants are working effectively to improve behaviour. There are a good number of strategies for awarding good work and good attitudes and pupils are proud to receive the certificates. The school's strategies for monitoring and eliminating oppressive behaviour are satisfactory, although there is insufficient detail within the behaviour policy specifically relating to bullying. During personal, social and health education lessons, some classes discuss bullying. However, without a cohesive approach to the planning of personal, social and health education lessons it is unclear whether all pupils receive the same learning. Procedures for ensuring race equality and restraint of pupils are in place but not all staff are fully aware of them. This has led to some uncertainty for staff in carrying out their duties.
- 46 Monitoring of pupils' personal development is good. Pupils' personal development is monitored regularly. The "Golden Book" weekly assembly provides a good opportunity for the school to celebrate pupils' individual personal development. The school has satisfactory procedures for measuring pupils' attainment in English, mathematics and science but ongoing monitoring of pupil progress in these subjects is unsatisfactory overall, because there are no consistent procedures in place. In most year groups teachers have adopted their own procedures for tracking pupils' progress over time. Some teachers keep effective individual assessment records so that they know what progress their pupils have made and work is planned accordingly. The school recognizes that procedures for assessment need to be consistent. It is planned that the deputy headteacher will take on the role of assessment coordinator.
- 47 Good monitoring procedures exist in the nursery and reception classes. The system gives detailed information on which teachers can build new knowledge and skills in learning. Records are updated half termly against the Early Learning Goals so that challenges remain relevant and appropriate in each of the areas of learning. In Years 1 to 6 the school is part of the local authority tracking system for English and mathematics. This system gives useful comparative information about all pupils to the school but does not provide fully information to monitor the attainment and progress of individual pupils. This is particularly significant in the mixed aged classes in Years 3 to 6, where it is necessary that work is planned to cater for the range of ability across different year groups. A manageable system of assessment has been introduced in information and communication technology and it is intended that this system will be extended shortly to measure pupils' progress in science. Both the literacy and numeracy coordinators have produced comprehensive plans to improve assessment, which they hope to implement.

- 48 Pupils with special needs are cared for well, through good support and appropriate guidance. Individual education plans are prepared with contributions from teachers and parents. They list clearly the small steps of improvement intended for each pupil. Teachers and teaching assistants know their pupils well. The good support is provided both within and out of the classroom. The school has made good provision for the regulations and recommendations in the New Code of Practice, a new policy has been written that embraces all the requirements and will give a good lead for all those involved in supporting pupils with special needs.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 49 The school continues to encourage parental involvement and relationships are good. The majority of parents have positive views about the school and the vast majority feel their children like school. Most parents who replied to the questionnaire agree that the school expects their child to work hard and achieve his or her best. These views are supported by the inspection findings. Some parents felt that the links with parents are insufficient. Overall the partnership with parents is good. The school is trying to improve the partnership further, for example, by increasing the number of parents' meetings a year and promoting opportunities for parents to be involved in the life of the school. A partnership project arranges courses regularly for parents through links with the local college. Currently parents are working towards national awards in pottery and information and communication technology, as well as attending keep fit sessions.
- 50 The contribution of parents to children's learning at school and home is good. In the nursery and reception early links are well established. Staff from the nursery class arrange home visits prior to children coming to school and this provides good opportunities to ensure staff meet each child's individual needs. Information about topics is displayed in the foyer as well as included in the regular newsletters. Parents are actively involved in their child's learning through reading and word recognition tasks and finding artefacts to match the letter of the week.
- 51 Parents of pupils with special educational needs are actively encouraged to be involved in discussions on the provision required to meet the needs of their children. Most parents attend the reviews on the progress and achievement of their children and contribute to the setting of new targets in the next individual educational plan. All statutory requirements are met.
- 52 A good number of parents help in school with reading, baking, escorting pupils on swimming lessons or visits to the sports hall and their help is appreciated. The newly established "Helping Hands" parental fundraising group is enthusiastic and committed to improving the learning atmosphere for all. Their current scheme is to support the environmental project linked to removing the small grassed play area and replacing it with an all weather surface.
- 53 The information provided for parents is good. The school prospectus and governors annual report meet statutory requirements and are written in a clear readable style. Pupils' annual reports are well written in the core subjects of English, mathematics and science. They say what pupils can do and provide information to help the child improve in English and mathematics. Parents receive a detailed curriculum overview each term but this does not include ways in which a parent could help their child towards these aims. Newsletters are sent out regularly and encourage a close partnership with parents. They include good advance notification of dates to help parents support events in school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 54 At the time of the last inspection the leadership and management of the school was considered to be good. However since the previous inspection difficulties have overtaken the school affecting both leadership and management and currently the leadership of the school is unsatisfactory. Management systems have generally been maintained, but there has been a lack of vision and direction from the headteacher and key personnel. Strategic planning has been limited and mostly in response to developing issues. However following recent changes in staffing there is now a good staff team eager to work with the headteacher to bring about change and raise standards. Some improvements have taken place in response to key recommendations of the previous report, such as in provision and teaching of information and communication technology.

- 55 The headteacher cares deeply for the pupils in the school and is sensitive to their needs. He gives high priority to pastoral care and works hard to build effective links with parents. Parents recognize his endeavours and appreciate the caring environment he creates within the school. He is equally committed to the other improvements, but has had several difficult management issues to resolve and as a result his overview of the school lacks clarity and vision. Ongoing difficulties with the building take much of his time and monitoring and evaluation of the school's performance is limited. In the last three years there have been several temporary changes in the senior management team, which have created uncertainty in decision making. For example in the last three years there was no deputy headteacher. As a result the headteacher has had limited support in his strategic planning. Teachers, governors, and parents, recognize that the leadership and management systems in school need to be strengthened and view recent staff appointments positively. The process of improvement has started but lacks rigour. A further restructuring of the senior management team is planned to widen the group and involve more key managers. It is recognized that training will be necessary to enable the group to identify and prioritize common aims and objectives. Daily management issues that are key to the running of the school are managed successfully with the good support of the office manager.
- 56 The role of the governing body in the leadership and management of the school is satisfactory. Numerous changes have taken place and it is only in the last school year that there has been a settled governing body. Only one governor remains from the time of the previous inspection. Governors have a satisfactory understanding of the strengths and weaknesses of the school and are keen to take a more active role. Statutory duties are all fulfilled successfully. However, governors are new to their roles, still identifying their responsibilities, but are already developing a broad understanding of the school's strengths and weaknesses. Governor committees are in place and, with increasing expertise governors are becoming more active in monitoring their decisions and in working alongside the headteacher in the leadership and management of the school. Governors recognize that these developments are recent and that previously they have relied heavily on the advice and guidance given to them by the headteacher. For example, there is a weakness in their understanding of pupil performance and its analysis. Although they are aware of some improvements in standards and can identify weaknesses, they cannot evaluate these improvements in comparison to previous cohorts of pupils in other schools. A core group of governors are willing to participate in strategic planning and decision making. They bring to the school a broad range of competences and are eager to work alongside school staff.
- 57 The school has identified some aims and values, which they wish to promote, but with several new staff and governors these are in need of review so that there is a shared understanding and agreement about the school's future direction. Currently identified aims and values have limited influence. They are inherently understood by teachers, but are not built into the School Development Plan. The school has an annual development plan. Long term strategic improvements are not shown beyond the outline plan of building developments. There is some recent improvement in the present development plan in that subject headings identify broad outcomes over a twelve month period. A satisfactory consultation process with some coordinators took place prior to its preparation and coordinators have prepared action plans for long term developments in their subjects following an audit. Although subject strengths and weaknesses are now known and key personnel responsible for their improvement are identified, priority areas for improvement are not identified within the development plan and it exists only as a broad statement of intent. The School Development Plan is not used as a working document to monitor and evaluate developments during the school year. Nor at this time are curriculum developments integrated into the process of performance management so that appropriate professional development opportunities can take place.
- 58 Curriculum coordinators have satisfactory management of their subjects but their leadership role is currently unsatisfactory. New coordinators have been appointed last term as a result of staff changes. Some initiatives are already commencing, for example in music a new scheme has been introduced in Years 1 and 2, which ensures good coverage of the curriculum. The coordinator has a good understanding in the strengths and weaknesses of pupils' knowledge. Assessment systems in information and communication technology are to be extended into science next term. Most coordinators now have opportunities to participate in the preparation of medium and short term plans

and to audit resources. Currently there are weaknesses in that curriculum coordinators do not have opportunities to judge if curriculum plans are matched to the needs of pupils or if learning is progressing at a rapid rate.

- 59 There is some limited monitoring of teaching and learning by the headteacher and local authority inspector, but resulting suggestions for improvement have not always taken place. Procedures for feedback on monitoring and lesson observations are weak.
- 60 The provision for pupils with special educational needs is well managed by the special educational needs coordinator. The special educational needs coordinator has release time to fulfil her management duties. There is a detailed and informative, whole school policy in place and recommendations in the New Code of Practice are implemented fully. The teaching assistants with responsibilities for pupils with special educational needs are knowledgeable and experienced and attend regular training sessions delivered by the special educational needs coordinator to develop their skills further. The governor with responsibility for oversight of special needs, appointed to the role a year ago, has experience in supporting these pupils. Her role as a link governor with oversight of special educational needs is still developing but as yet has not included specific training.
- 61 The number of teachers and support assistants is adequate for the number of pupils in the school. Some have good specialist knowledge and all are eager to undertake further professional development. Performance management arrangements are adequate, but lack rigour in their application in that they are not tightly linked to the School Development Plan. Arrangements for the induction of new staff are good.
- 62 Accommodation in school is adequate, but creates organizational difficulties for all staff. Teachers work hard to provide pupils with adequate curriculum opportunities, for example taking older pupils to the nearby local college for weekly sports lessons, because there is an inadequate school field and outdoor play surfaces. The school buildings are mostly old with high ceilings and many small classrooms. Practical activities are hard to arrange and the movement of pupils between the three sites has a detrimental effect on their learning because of time loss. The dining area is cramped and lunchtime staff have a difficult task to provide a hot lunch. With present arrangements mealtimes are rushed and there are few opportunities for pupils to chat together whilst eating lunch. The school has made a good effort to improve the learning environment for pupils. The recent addition of a new classroom and the development of the outdoor play area for younger pupils are positive improvements. Resources for the curriculum are adequate overall but with some deficiencies, for example limited reading resources restrict progress for example in poetry.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to raise standards and improve the quality of education the headteacher, governors and staff should:

- (1) Raise standards in English and science for pupils by the age of 11, and in mathematics for pupils by the age of seven by:

in English:

- providing a more structured approach to the teaching of speaking and listening, reading and writing
- improving the level of challenge, pace and variety in lessons
- improving the quality and quantity of resources

in mathematics and science:

- ensuring that all relevant aspects of the curriculum are planned and taught
- assessing pupils' work more clearly so that more challenging tasks can be set.
(Paragraphs 1, 2, 4, 5, 6, 7, 8, 11, 21, 24, 47, 80, 81, 82, 86, 91, 94, 100)

- (2) Improve the leadership and management of the school by;

- establishing an effective senior management team with clearly defined roles and responsibilities
- producing and implementing a fully costed school development plan that involves the headteacher, governors and teachers in its preparation and establishes clear criteria for the strategic

development of the school in the short, medium and long term. Fully monitor and evaluate its impact, including the value of spending decisions, through the use of measurable success criteria and involving a wider group of key personnel.

- increasing the role of curriculum coordinators in the leadership and management of their subjects (Paragraphs 54, 55, 56, 57, 58, 59, 61, 96, 104)

(3) Develop an overall curriculum plan and procedures for assessment to ensure that:

- key skills are developed progressively across key stages and within year groups
- pupils in mixed aged classes are set work of an appropriately challenging standard
- the pace of pupils' progress through the school is evaluated accurately (Paragraph 11, 22, 24, 28, 29, 30, 44, 45, 46, 56, 99, 144)

Other issues the school should consider for inclusion in the action plan

- the development of further opportunities for pupils to understand and appreciate traditions, values and beliefs of wider world communities (the school is already working to improve this issue)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	5	24	20	2	0	0
Percentage	2	10	46	38	4	0	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	189
Number of full-time pupils known to be eligible for free school meals		66

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register	2	31

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	18

Attendance

Authorised absence

	%
School data	6.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	17	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	14	15
	Girls	17	17	16
	Total	29	31	31
Percentage of pupils at NC level 2 or above	School	78 (91)	84 (89)	84 (94)
	National	84 (84)	86 (89)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	15	15
	Girls	17	16	17
	Total	31	31	32
Percentage of pupils at NC level 2 or above	School	84 (89)	84 (89)	86 (94)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	16	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	12
	Girls	11	12	12
	Total	21	24	24
Percentage of pupils at NC level 4 or above	School	64 (76)	73 (69)	73 (79)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	11	12
	Girls	11	13	13
	Total	18	24	25
Percentage of pupils at NC level 4 or above	School	55 (72)	73 (69)	76 (79)
	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	197	2	
White – Irish			
White – any other White background	7		
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi	1		
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean	1		
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	24.9:1
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	140

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	25:1
Total number of education support staff	2
Total aggregate hours worked per week	32.5

Financial information

Financial year	2001/2002
	£
Total income	557,426
Total expenditure	577,861
Expenditure per pupil	2,330
Balance brought forward from previous year	25,068
Balance carried forward to next year	4,633

Number of pupils per FTE adult	12.5:1
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	6

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	239
Number of questionnaires returned	64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	28	3	2	0
My child is making good progress in school.	59	34	5	0	2
Behaviour in the school is good.	42	47	9	2	0
My child gets the right amount of work to do at home.	41	50	8	0	2
The teaching is good.	52	45	0	0	3
I am kept well informed about how my child is getting on.	39	48	9	3	0
I would feel comfortable about approaching the school with questions or a problem.	66	25	6	0	3
The school expects my child to work hard and achieve his or her best.	56	44	0	0	0
The school works closely with parents.	36	47	16	0	2
The school is well led and managed.	34	55	3	0	8
The school is helping my child become mature and responsible.	34	59	2	0	5
The school provides an interesting range of activities outside lessons.	39	42	6	2	11

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 63 There are currently 50 part time children in the nursery and 21 full time children in the reception class. The quality of education provided for all their education is good. The children who enter the nursery have a wide range of abilities. The majority have levels of attainment that are below expected levels for their age and well below expectations in language skills, mathematical and personal, social and emotional development. A significant number of children do not behave well during sessions and the majority have very poorly developed speech and listening skills and find concentration for a significant period of time very difficult. Teachers have to work hard, drawing on all their skills of classroom management to retain the attention of children and at the same time begin to develop their language and self confidence. Although the majority of children will not meet all the Early Learning Goals in personal, social, language and literacy, mathematics and knowledge and understanding of the world, they make good progress in all the areas of learning. Those children with special educational needs all make good progress due to the high quality support they receive which enables them to be fully included in all activities.
- 64 The teachers and the nursery nurses work as a close team planning an exciting learning environment for the children and high quality activities. Both of these make a significant contribution to the progress the children make during their time in the nursery and reception classes. The quality of teaching by both teachers and support staff in all the areas of learning is never less than satisfactory and in the majority of cases it is good. In spite of the challenging behaviour that is exhibited by a number of children the teachers remain calm, placing a strong emphasis on the use of praise and encouragement. When children begin to be disruptive they are more likely to find themselves sitting on the teacher's or support assistant's knee rather than being reprimanded. In this way the children can be reintroduced to an activity rather than feeling rejected and their self esteem damaged. In both the nursery and in the reception children and staff clearly show mutual trust and respect for each other.
- 65 Since the time of the last inspection there have been a number of important improvements. The first is bringing the nursery and reception closely together into one key stage of education. This has brought with it improved assessment procedures and more rigorous planning to meet the needs of the children. Home visits and links with parents are much stronger. Teachers and classroom assistants work in partnership with parents to help them to support their children. Because of greater liaison with Year 1 closer curriculum links are beginning in many subject areas and ongoing skill development is being encouraged. All of these improvements indicate a vision for the future that will bring improved provision and standards for all children.

Personal, social and emotional development

- 66 When they enter the nursery a considerable number of children lack confidence and have low self esteem. They find it difficult to cooperate with each other and find it hard to understand that they have to take turns. In both the nursery and the reception class regular routines are established and displayed in the entrance for parents to see. Routines are encouraged to help children to be friends and share things and the teachers and nursery nurses join in activities to help the children to cooperate with each other and use the same resources. The children learn that when the music plays it is time to tidy up and put everything in its place and when these tasks are done they can sit quietly on the carpet until the beginning of the next activity. Many children find it very difficult to conform to these routines and the members of staff have to show great patience and persistence in order to establish a calm working environment. In the reception class teachers work to overcome many of the previously identified difficulties, particularly the issue of disruptive behaviour by some children. When all the class work well together another letter on the 'congratulations caterpillar' is coloured in and when all the letters have been coloured the whole class receive a treat. Strong emphasis is placed on hygiene and children are continually reminded of the routines they must follow when going to the toilet, and washing up after activities.

- 67 In the reception class the children take on the roles of classroom monitors encouraging them to become more responsible for the smooth running of their classroom. They help to carry out and set out the items of equipment that are needed for outdoor play. In the reception class there are planned sessions that address particular aspects of personal, social and emotional development and where discussion addresses the consequences of things we do and how they affect others. By the time they reach the end of the reception year the majority of pupils are able to move sensibly into group activities, play together and share resources and understand each other's needs. Through the good teaching and well planned interventions the children, by the end of the reception year, will have achieved many of the Early Learning Goals, but behaviour will still remain an issue for a number of the children.
- 68 Leadership in the reception and nursery is very good. There is a clear vision for future developments and as each term passes there is a continual evaluation of how the children are progressing and both curriculum and provision are modified to make sure they meet their needs.

Communication, language and literacy

- 69 There is a strong emphasis placed on developing speaking and listening skills in the nursery and reception classes in order to compensate for weaknesses in children's language. The story of Cinderella was the central theme for the work in the nursery. The role play area is the castle where Cinderella fell asleep and the walls of the castle are full of phrases and words describing what happened. For example, "The wicked fairy cast a spell". There are words in every part of the room to describe characters such as 'gorgeous' and 'beautiful' and these are alongside children's drawings and collages. The children explore similarities and differences in the range of stories about Cinderella and regular use of these stories encourages sustained listening and helps to extend the children's vocabulary. Through the creation of a lively language environment the children learn to respond to questions in sentences rather than using a one or two word answer and by the time they are in the reception class they are beginning to be able to retell parts of a story using clear speech.
- 70 In the reception class the teacher continues to use traditional stories to engage the interest of the children and they look at the beginnings, middle and endings of Snow White. Work on letter sounds is started and picture clues are used as an introduction to reading. Each week new letter sounds are introduced helping the children to join in the reading of 'The Three Bears'. Through the creation of a lively language environment based on traditional stories the children make sound progress in speaking and listening and begin to develop skills in writing letter shapes and a better understanding that books are exciting and interesting and that they can join in with confidence in reading the 'big book'. By the end of the reception class only a minority of children will have achieved all the Early Learning Goals but all the children will have made good progress from the time they entered the nursery. A particularly strong feature of the language work is the link with parents through the homework the children do and the helpful hints which the parents receive on how they can help their children at home with reading and sound and letter work.

Mathematical development

- 71 By the end of the reception year, some children will not reach the Early Learning Goals appropriate for their age although they will have made good progress. In both the nursery and the reception class number skills are given a high priority through a well planned programme of practical activities. Throughout both the classrooms there is a strong emphasis on number, shape and other aspects of mathematics. In the nursery a large display shows how the children have made a graph of their favourite story characters linking with the work they have done in literacy on 'Goldilocks and the Three Bears'. In the reception class, aspects of mathematics are closely linked with the work in literacy, for instance children have been comparing the size of the three bears by making large cut out models of them. Later, they have compared the size of children in the class to find out who is the biggest and who is the smallest.

- 72 Because of children's limited language it is essential that the planned activities are of a very practical nature and relate to other experiences such as stories. In the nursery the children feel under blocks of wood to find matching shapes leading into activities where they will be able to sort and match objects and begin to look at shapes and say why they are different. Building up the language of mathematics is fundamental to the children's success in this area of learning and through very practical tasks the children learn words such as 'heavier than' and 'lighter than'. Often their learning, particularly about numbers, occurs not only in playing number games but also through singing songs and chanting rhymes. In the reception class they are learning the names of shapes, learning to count and being able to say what number comes next in a sequence. Mathematical activities are very well structured and carefully planned to meet the needs of children of different abilities. Because of the poor attention span of many of the pupils, skills that they have been taught are quickly forgotten. Teachers have to be highly skilled in thinking of many ways in which they can repeat the activity in order to reach the point where the children retain the knowledge or skill.

Knowledge and understanding of the world

- 73 Many of the children who enter the nursery have a very poor understanding of the world in which they live and progress is slow due to the very limited language they have to draw on. By the time they reach the end of their reception year only a small number of children will have reached the Early Learning Goals. All the children will have made good progress in relation to their earlier understanding in this area of learning. In the nursery, through well planned topics, the children talk about past and present events in their own lives and begin to have an understanding of the passage of time. They learn about their immediate environment, things they pass on the way to school and features in the environment that they particularly like or dislike. In carrying out baking activities they are introduced to the notion of how materials can change when placed in different situations and they look at how water can freeze into ice cubes and then change when being left to melt. They look at different objects and materials and talk about similarities and differences. In all these activities not only are they learning about their world but also they are adding to their spoken vocabulary.
- 74 Children in the reception class learn about the festival of Diwali. They know the story of Sita, look at the kinds of clothes people wear and look at the differences between the Rangoli and Mendhi patterns. All these activities are helping them to understand more about the world in which they live and are preparing them for work in other subjects later on. An excellent example of this was a visit by all the nursery children to the computer suite where the teacher showed them how to draw a face and write their names. The children worked in pairs at a computer and whilst half of the group played a game the other half, supported by four adults, carried out the task of drawing a face. Amazement and wonder by children were evident as the pictures appeared on the computer screen. Teachers used the opportunity to extend children's appreciation of the world round them. The children took to the task immediately and showed great confidence in handling the mouse. Experiences such as this not only prepare them well for using the computer in the future but also raise their self esteem and help them to learn how to cooperate with each other.

Physical development

- 75 In both the nursery and the reception class well planned activities both in the classroom, the outdoor play area and the school hall, give children ample opportunity to develop their physical skills. Children make good progress, and by the end of the reception year most will have achieved the Early Learning Goals appropriate for their age. The only significant area of weakness being their handling of smaller objects such as pencils for writing. In the outdoor area the children move round a trail of objects such as blocks, cones and half spheres. Whilst following the trail they have to use their skills in balancing, stepping and jumping. This helps them to control their bodies and coordinate their movements. In the school hall they learn how to use the space that is available to them as they carry out a series of warm up exercises to prepare them for the main activity. They understand why they need to carry out these exercises and can tell when their heartbeat has increased and when describing how they feel after the warm up one small girl replied "really tired".

- 76 In the school hall both nursery and reception children use the big apparatus for climbing, crawling, jumping and rolling. At first many of them are lacking in confidence but as they improve the coordination of their movements they become more daring and more imaginative. In both the nursery and the reception class there is good provision for children to develop control over small tools such as brushes and scissors. They control a paintbrush and apply the paint onto the paper in the correct place. Early in the nursery they find spreading glue a difficult task but by the time they reach the reception class they are more accurate and economical. In all the activities they are given to do, the support they receive from the teachers and the nursery nurses enables them to make the good progress.

Creative development

- 77 In both the nursery and the reception class provision for creative development is good. Children enjoy using a range of materials to produce pictures, models and collages. Self portraits and characters from the stories they read are painted with energy and enthusiasm and the three bears are reproduced as large collage pictures and then used for measurement work in mathematics. Displays give a clear indication of the range of creative experiences the children enjoy, including printing, drawing and both large and small collage work. Their creative work often supports work in other areas of learning and there are particularly strong links with the work the children do in literacy. From the moment the children enter the nursery the role play area is an important area of experience. In both the nursery and reception the purpose of this area is very carefully planned and usually is linked to the topic being studied. At the moment, the role play area is the castle that Cinderella lived in and is a large structure with turrets and a door. In this area the children can play out part of the story but as well as this the teacher has planned language that is appropriate to play in this setting. At times the nursery teacher or the nursery nurse will join the children in their play, taking an opportunity to extend the activities and introduce new language. From a very early age the children like to sing and when there are a few minutes to spare impromptu sessions will take place where the children join in with the teacher. The older children can select an instrument and decide whether it has a loud or soft sound. They use the instrument to tap to the beat of words or to tap out a single rhythm but at times their ability to pay attention and listen carefully means that they miss part of the instruction and this slows their progress. In this area of learning the majority of children will not meet all the Early Learning Goals but do make good progress in relation to their starting point.

ENGLISH

- 78 Standards in English are below average at seven and 11 years of age. Since the last inspection standards have remained below average for pupils at seven and have declined for 11 year olds. Currently pupils make satisfactory progress in Years 1 and 2 in speaking and listening and good progress in Years 3 to 6. In reading and writing progress is satisfactory in all year groups. Over time there has been good improvement in the achievement of Year 6 pupils greater than nationally. Standards in Year 2 have remained at a consistent level in reading and in writing standards have declined. Each year at both seven and 11 years of age the achievement of girls is significantly better than that of boys.
- 79 On entry to school many pupils have limited skills of communication. Many younger pupils find it difficult to listen and will often interrupt others. The development of speaking and listening skills is considered a priority for the school. Teachers encourage opportunities to share ideas and listen to others. Teachers provide opportunities in lessons for pupils to speak in front of an audience such as history or religious education. For example, in Year 1, pupils described what they find amazing in the natural world. In a Year 2 history lesson the teacher uses an effective strategy for encouraging pupils to talk to each other by using small groups and paired discussion. By the age of seven most pupils can communicate their needs and are beginning to use technical vocabulary correctly. As pupils move into Year 3 they do not have a wide vocabulary. For example, when predicting the content of a story from its cover, pupils struggle to offer imaginative alternatives. However, by the time pupils are 11 years of age they have made good progress through a sustained focus by the school on developing speaking and listening skills and their standards are average. Most Year 6 pupils are confident when talking about their work. They generally listen well, sometimes, for lengthy periods and are able to

make appropriate responses when prompted. When given the opportunity, higher attaining pupils use language effectively and are developing confidence when answering questions.

- 80 Attainment in reading for seven and 11 year olds is below average. Building on the good teaching of basic skills in the nursery and reception classes, the teachers in Years 1 and 2 focus their work on extending pupils' knowledge of key words. As a result pupils are able to read simple stories. They learn to build and blend sounds. Higher attaining pupils are able to read independently from a range of structured stories, which are selected for them. Pupils continue to make satisfactory progress in reading in Years 3 to 6. By the time pupils are in Year 6, although their attainment in reading continues to be below average, they have made shown good improvement in their knowledge of books and can describe favourite authors and give reasons for their choices. Older pupils enjoy reading. They are not yet able to make inferences from the plot or use a text to unravel differences in characters. They are able to read independently, using some more difficult reading strategies. Pupils' limited knowledge of English means that they find difficulty in discussing different types of books and when summarizing their reading by selecting essential points. Teachers are skilfully widening pupils' knowledge of authors and their literary styles. In one good lesson in Year 3, pupils developed the skill of inferring meaning from context when studying poetry from South Africa. Pupils have limited library skills. They have not been shown how the non fiction library is organized. As a result most pupils randomly attempt to locate relevant books. A small number of older pupils are able to locate information by using the contents and index pages.
- 81 Standards in writing are well below average for pupils by seven years of age and below average by 11. Many younger pupils demonstrate awareness of initial letter sounds when writing for themselves and attempt to spell commonly used words independently. Most show an understanding of full stops but do not use capital letters consistently. Higher attaining pupils are able to communicate what they mean and are choosing words for effect but not always taking account of a specific audience in their writing. In Years 1 and 2 pupils are developing an understanding between different types of writing and can distinguish between fact and fiction. They enjoy writing simple stories and are beginning to write lists and recipes. In Years 3 to 6 pupils are introduced to a variety of different styles of writing, for example, poetry, biography and autobiography. Greater attention is given to the purpose and organisation of pupils' work. However many pupils do not have the skills required to write using more complex sentences or with subtlety of style and as a result their writing lacks maturity. They lack confidence in presenting their work. Pupils are developing skills of drafting, though at present, this tends to be editing for mistakes rather than aimed at improving the content. Subjects of the curriculum such as history, mathematics and religious education make a satisfactory contribution to competence in English through developing appropriate technical vocabulary. In information and communication technology lessons pupils in Year 1 and 2 have opportunities to compose their ideas on screen. Good curriculum links in Year 3 introduced pupil to persuasive writing as they looked at holiday brochures in information and communication technology lessons to learn about marketing techniques. However, pupils' weak writing skills restrict progress in many lessons, for example, handwriting, spelling and punctuation are poor in science and limit the quality of recording skills.
- 82 Handwriting is below average throughout the school; letters are not always correctly formed or consistent in size. Writing does not have a sufficiently high status in the school, in English or in other subjects. In Years 1 and 2 pupils practice handwriting productively, in a focused and well structured lesson. In other classes there is evidence of opportunities for handwriting practice. However, there is little evidence of teachers in Years 3 to 6 setting standards of presentation, which they expect, or of targets, which explain to pupils how their work can be improved. Teachers own handwriting does not always provide a suitable model in pupils' books or when using the board.
- 83 Throughout the school, pupils' attitudes to English are generally good. They show interest and concentrate on their work, such as in using writing frames in Year 2 to re-tell the story of Little Red Riding Hood. They generally relate well to their teachers and behave well in lessons. Pupils are helpful and respond well to collaborative tasks when they are given the opportunity. They listen to others and make useful suggestions in lessons. Some pupils do not treat books with necessary respect and need teacher reminders to handle and store them satisfactorily.

- 84 Teaching is generally satisfactory throughout the school. Since the last inspection the quality of teaching has declined in Years 3 to 6, but remained at a satisfactory level in Years 1 and 2. There is a satisfactory balance in most lessons between whole class, individual and group work. Teachers plan their lessons thoroughly, but in most activities too little attention is given to the needs of specific groups to target their learning in order to raise attainment. Teachers generally use questioning well to extend thinking of the majority of pupils. In good lessons teachers are enthusiastic, positive and encouraging. They make English exciting, as seen in a lesson when, characterizing the text from Little Red Riding Hood, pupils were asked to discuss the lesson's objectives with a partner reinforcing their learning. Through collaboration and discussion speaking and listening skills improved. In some lessons the pace of learning is slow because pupils have to sit listening to their teacher for long periods, their interest wanes and this affects the quality of learning. Teachers are eager to improve and in Years 3 to 6 are becoming reflective about their practice and introducing new strategies to raise attainment. For example, more precise reading records have been introduced in Years 3 to 6, which are providing better procedures for tracking pupils' progress and recording targets for improvement against which progress can be measured. Some teachers are insecure in aspects of English, such as in teaching grammar, and as a result they do not always teach technical terms accurately. This results in pupils' own knowledge, understanding and vocabulary being inaccurate. There are limited opportunities in English lessons for pupils to discuss their ideas with each other, although in other areas of the curriculum more opportunities for discussion occur. For example in music class discussions and plenary sessions at the end of lessons provide pupils with opportunities to share ideas and evaluate each other's performance.
- 85 The provision for pupils with special educational needs is good and the targets in their individual education plans enable them to make good progress throughout the school. Support staff are used well and make a valuable contribution to teaching and learning.
- 86 The implementation of the literacy strategy provides a continuous programme of work. However the needs of specific groups, for example the higher attaining pupils, have not been considered sufficiently. There are some missed stages of development or alternatively repetition of work, especially in the mixed aged classes. Some monitoring of lessons has been undertaken by the headteacher, but there has not been a systematic programme of monitoring teaching and learning in order to identify strengths and weaknesses in the subject. This is similar to the last inspection. Recently a thorough audit has been undertaken by the newly appointed coordinator and this information has been used effectively to prioritise areas for development and identify whole school training needs. Both teaching and learning resources for English are currently unsatisfactory restricting opportunities to make lessons both exciting and enjoyable for pupils. Although some new good quality reading books have been purchased for pupils in Years 3 to 6 there is a lack of reading material of equal quality for younger pupils. Strategic planning for English is just commencing with an initial focus on improving reading resources and establishing a consistent approach to assessment procedures.

MATHEMATICS

- 87 Standards for pupils at the age of seven are below the national average but in line with the national average for pupils by 11 years of age. Over time there has been significant improvement in the standards achieved by Year 6 pupils. However, standards are now lower than at the last inspection for pupils in both Years 2 and 6. In the present Year 6 cohort fewer pupils are expected to achieve school targets than earlier assessments identified. This is because of mobility within this group and increased numbers of pupils with special educational needs than in the previous year. Teachers recognize that without additional help many of these pupils will not achieve nationally expected levels. There is no significant difference between the performance of boys and girls. Progress of pupils is satisfactory in lessons and overtime. Progress of pupils with special educational needs is good because they have good help from classroom assistants
- 88 For pupils in Year 2, the same level of improvement has not been achieved. Standards have remained consistent over time but have not improved. This is below expectations of their achievement, partially caused by changes in staffing which caused some inconsistencies in teaching. There is no significant difference between the performance of boys and girls. Other factors are also restricting progress.

Pupils in both Years 1 and 2 find it difficult to concentrate, good work ethics are still being developed, and some pupils have challenging behaviour distracting others by their actions.

- 89 In line with expectations for their age most pupils in Year 2 are able to find the answers to simple sums mentally. However, few are able to recall quickly addition and subtraction facts to ten or 20. Most pupils are able to sequence number to 20 and some to a 100. Simple problems involving addition and subtraction indicate that pupils are able to distinguish that addition is the reverse of subtraction. They count money to ten pence and name simple two dimensional shapes. Pupils have good knowledge of shapes. They recognize cuboids, and talk about sides, corners, edges and faces. They understand how to read a Venn diagram to categorise information and have used them in other subjects also, for example in science work. However pupils work slowly and are easily distracted and they are capable of achieving better standards than they do.
- 90 Pupils in Year 6 have a sound understanding of the place value of large numbers. They are able to use a range of strategies to solve problems relating to multiplication and division, although many need help in choosing the appropriate method of calculation. Some are able to talk about lines of symmetry and use a wide vocabulary in discussing triangles and other two dimensional shapes. They use standard measures well in measuring and are able to calculate perimeters. They handle data, using bar charts and block graphs to illustrate findings in design technology and science. Few pupils are yet confident in using mathematical terminology. They enjoy mathematical activities but lack confidence to work alone or with any degree of urgency in their work
- 91 Overall the quality of teaching is satisfactory but good in individual lessons. A scrutiny of pupils' work shows that pupils work slowly but accurately. During the inspection most of the teaching seen was of good quality. A small number of unsatisfactory lessons occur when teachers are insecure in their subject knowledge and find it hard to plan for pupils of differing ages and abilities who are taught within one class. In the good lessons teachers have good knowledge and understanding of the subject, high expectations, manage pupils well and make good use of assessment. For example, in a lesson in Year 1, the teacher shared the lesson objective with the pupils so they knew what they are expected to learn. The teacher used a good range of techniques to develop subtraction and, well supported by the teaching assistant, spent time assessing progress and challenging the more able.
- 92 Good support is given in most lessons to the lower attainers. In a Year 3 lesson on the use of right angles, the teacher set work that was challenging for all pupils, whilst providing good support for the lower attainers. Higher attaining pupils were encouraged to work independently on creating their own angles and assessing whether they were "greater than" or "less than" a right angle. Good use was made of the plenary session to reflect on what had been learnt and pupils of all abilities had opportunities to contribute.
- 93 Most of the pupils in Years 5 and 6 are taught mathematics in ability groupings. The friendly way teachers relate to pupils creates a good working relationship where pupils are eager to achieve. Pupils behave well and no time is lost on behaviour management. Teachers show a good knowledge and understanding of the subject, plan work that is suitable, and make good use of time to assess what pupils are achieving. As a result of these setting arrangements pupils are making greater progress.
- 94 There are some areas for development in the teaching of mathematics. The teaching in Years 1 and 2 lacked pace particularly in the mental sessions at the beginning of lessons. In Years 3 to 6 no use was made of information and communication technology in the lessons. In the mixed aged classes in Years 3, 4 and 5 insufficient attention is paid to the requirements of each year group, and the curriculum does not always match what all the pupils need. When teaching is unsatisfactory the teachers' expectations of what pupils can achieve is insufficient and learning lacks rigour.
- 95 Pupils with special educational needs make good progress overall. Their individual educational programmes give them targets in mathematics that are realistic and achievable. They also receive good support within lessons from keen and enthusiastic teaching assistants. Travellers' children and those with English as an additional language make satisfactory progress, similar to other pupils.

- 96 The mathematics coordinator provides satisfactory leadership of the subject. A thorough and detailed development plan for further improvement of numeracy is being prepared. Opportunities to monitor the quality of teaching and evaluate rates of pupil progress are identified as necessary, so that coverage of the curriculum for pupils in mixed aged classes can be tracked. More focused teaching is already provided for most of the older pupils to increase rates of learning. However, the coordinator has little opportunity to monitor and evaluate mathematics and take effective action. The coordinator has identified strengths and weaknesses in the subject. Some immediate action is to take place to improve assessment across the school.

SCIENCE

- 97 Standards of attainment in science, by the end of Year 2 and Year 6 are below the national average. This is broadly similar to the previous inspection. The majority of pupils throughout the school make satisfactory progress and sound achievement. Pupils in Year 6 make better progress than at the time of the previous inspection, when it was judged to be unsatisfactory. There is no significant difference in the performance of boys and girls throughout the school. Pupils with special educational needs are given good support by their class teachers and teaching assistants and make good progress, when work is matched to their needs. Travellers' children and those pupils with English as an additional language make satisfactory progress alongside other pupils. The school has adopted the nationally recognized scheme for science and has given added emphasis to the teaching of investigative skills in lessons.
- 98 Pupils in Year 5 and 6 are given many opportunities to, both learn about and put into practice science enquiry skills. During the inspection, pupils used good experimental and investigative skills in lessons to find out the solubility of salts of different particle sizes under different test conditions. These pupils understand the concept of a fair test, can make predictions, based on scientific knowledge and make a hypothesis that they are able to test out. This is an improvement on the previous inspection, when there was 'insufficient attention to the skills of scientific investigation'. Analysis of previous work from Year 5 and Year 6 indicates that pupils have made sound progress in learning scientific language, associated with dissolving, such as soluble, insoluble and solution. Higher attaining pupils have a good understanding of evaporation but as a result of the lack of subject knowledge and understanding by the teacher in one class, average and lower attaining pupils become confused and fail to grasp when and how evaporation occurs.
- 99 Higher attaining pupils in the mixed Year 4 and Year 5 class, show a secure knowledge and understanding of sound and how it travels. They understand that sound is a vibration and that it can pass through different mediums. They are given opportunities to make hypotheses in investigations and test these out under fair testing conditions; they make satisfactory progress in this work. Average and lower attaining pupils do not show a secure understanding and attain below expectations in this area of scientific study. In the focus on the changes in state of matter, pupils of all abilities in Year 4 and Year 5 do not have a secure understanding of the changes, which materials can undergo; some confuse burning with melting. Units of work are covered differently across the classes of Year 5 pupils, and in some instances there is a lack of progression and continuity in learning. This is a similar case in the Year 3 and the Year 3/4 classes where different areas of study are being covered.
- 100 Overall standards being achieved by pupils in Year 2 are below those expected. From an analysis of previous work completed and discussion with pupils in Year 2, higher attaining pupils have a good understanding of the three states of matter associated with water. Following investigative work they can explain the change from ice to water and water to steam. These pupils have a secure understanding of the need for a circuit to make a bulb light up but work has not been extended to allow them to use other items in circuits, such as buzzers and switches. Pupils of average and lower attaining levels do not have a secure understanding of the changes associated with water, particularly how this is a two way process. These pupils do not have a secure grasp of the idea of an electrical circuit being needed to light up a bulb. Pupils in Years 1 learn about separating materials by their properties. In a lesson observed, higher attaining pupils were able to made decisions based on six choices for separation; the majority were successful with this task. Average and lower attaining pupils found this task difficult as it did not match their needs; the teacher evaluated the session indicating that a reduction in the number of choices was needed for this group.

- 101 Teaching and learning are satisfactory overall. There was some good teaching observed during the inspection period, particularly in the Years 5 and 6. A feature of most science lessons is the good provision made by all the teachers, to develop pupils' investigative skills through scientific enquiry. This is contributing well in helping to develop pupils as young scientists. This also contributes well towards the school's focus in improving the teaching and learning of science through investigation. Not all teachers are fully confident in teaching experimental and investigative science. A minority of teachers lack the knowledge and understanding of the science they are to teach, teaching of the physical changes show this. If standards are to be raised further, training is required for teachers to build up a secure knowledge and understanding of science, as well as to be able to teach pupils with confidence. At present there is no whole school system of assessment procedures in place to record pupils' progress and achievement. This makes it difficult to track pupils' progress over time and between key stages. A system is being proposed but does not feature in the school's action plan for science. Science makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development. Teachers provide good opportunities for pupils to develop their social and moral skills in planned group work in investigation sessions.
- 102 Pupils' responses in lessons are generally good. They listen attentively, a good example being observed in a Year 6 lesson. In this lesson pupils listened to their classmates valuing their contributions. Pupils work well in groups and develop good moral and social skills. Pupils generally have positive attitudes to learning and behave well. There are good strategies in place when pupils' behaviour is inappropriate; teachers and teaching assistants take positive steps to modify behaviour and to refocus pupils on the work set.
- 103 Sound opportunities are taken to develop pupils' literacy skills in science. Pupils in Years 1 and 2 write freely about the work they do. In Years 3 to 6 pupils are encouraged to use scientific language in their writing and they are building up a good knowledge and use of terms such as "prediction" and "hypotheses." Following investigations they show a sound use of scientific language in writing up their experiments and they structure their work well. Junior pupils develop their mathematical skills to a satisfactory level using standard measurements for temperature changes using the correct units as well as measuring units of distance in their work on friction. Graph work produced by most junior pupils, showing the rate of cooling of water, is at a good level. There was limited evidence of information and communication technology being used to support pupils learning in science, but this is an area for the school to develop.
- 104 Currently the leadership and management of the subject is satisfactory overall although the coordinator has good expertise. This enthusiastic coordinator, in post for just over a year, already gives a good lead to his colleagues. He has audited the planning for the teaching for science and re-ordered the units within the scheme of work in order to give a better balance of content applicable to the age of the pupils in teaching science. Resources for science are adequate. At present there is no up to date policy or, any monitoring of teaching and learning for science. Assessment systems to track pupils' progress and achievement are varied. The coordinator is presently establishing an assessment system to record pupils' attainment, to track their progress and achievement and to set targets to raise standards. The coordinator has produced an action plan that continues to focus on raising standards in the teaching and learning of science enquiry and the development of investigative science. This plan also identifies the need for further training for teachers, to build up their knowledge and understanding in science.

ART AND DESIGN

- 105 Pupils' standards of attainment in art and design are in line with the expectations for pupils of this age. This applies to pupils at the end of Year 2 and when pupils leave school at the end of Year 6. Pupils with special educational needs make good progress because of the good level of additional support.
- 106 All pupils are fully included in the range of art and design activities and make satisfactory progress. In observational work, standards are particularly high and throughout the school pupils produce very accurate work using their materials with confidence and imagination.

- 107 In Years 1 and 2, pupils build on the earlier experiences they have had in the nursery and the reception class. They continue to use paint, pencils and pastels with confidence and enthusiasm. They are encouraged to look closely at objects and aspects of the natural world such as flowers and to use their skills in putting onto paper just what they see. From an early age they become very observant and this leads to some good quality of work seen higher up the school. A strong feature of the work in art and design is that the teachers in each lesson take time to either re-visit a technique they have just taught, or, teach a new one that is appropriate to the activity.
- 108 Pupils make good progress in Years 3 and 4 in their observational skills, and sound progress in the other aspects of art and design. During the inspection, Year 3 pupils made a scarab beetle with plaster of Paris, a direct result of their work on Egyptian history. They are looking at artefacts in order to help them to get the correct markings on their sculptured beetle. They thoroughly enjoy the lesson and concentrate well. In a Year 4 group the pupils have been studying the work of Sickert and Renoir and have a good knowledge of the two artists. This work enhances their cultural appreciation of the world around them. They have gained experience of looking at texture, line and shadow and are going to use these techniques in their sketchbooks. A feature of this lesson and of other art and design lessons is the way the pupils enter into sensible discussion with each other about their work, sharing ideas and giving each other encouragement. They are learning a satisfactory range of technical vocabulary appropriate to this subject. Often the work done in art and design has direct links with other subjects such as history; paintings of Greek vases help to illustrate the topic work being done and bring it alive.
- 109 In Years 5 and 6 pupils continue to develop their skills and extend the range of materials they are using. In an exciting Year 5 lesson the pupils were experimenting with a wide range of materials, from cloth to tissue to string and many more, including the computer. They were trying out the materials to find out which were the most appropriate for building up a picture of a face. They will use the face drawn in their sketchbooks with various materials to recreate it on a piece of paper. In this lesson pupils showed how confident they are in handling new materials and also how imaginative they could be. Pupils cooperated with each other extremely well and supported each other in their work. Year 6 pupils have developed considerable skill in drawing and sketching and their work on arranging a composition of objects to sketch is of a high standard. A very impressive feature of these lessons was the way in which pupils organized themselves at the beginning of the activity with not the slightest hint of fuss.
- 110 A key feature of the work in art and design is the good quality of teaching. Lessons are well planned and well resourced and the teachers are enthusiastic and know their subject well. High expectations and the use of praise and encouragement inspire the pupils to achieve well. The correct use of the language of art and design by teachers adds to the work in literacy and extends the pupils' vocabulary. Good use of graphics work in information and communication technology lessons is beginning to help pupils with their understanding of place and setting in art and design. The subject is well lead by an enthusiastic coordinator.

DESIGN AND TECHNOLOGY

- 111 Only one lesson was observed in design and technology during the time of the inspection but discussions with pupils, scrutiny of planning and work observed on display indicates that the pupils' standards at seven and 11 are at least in line with those expected nationally. It is evident from the enthusiastic way in which the pupils spoke about their work that the quality of teaching is at least satisfactory. In the one lesson observed, all the pupils made satisfactory progress, including the pupils with SEN who were fully included in the activities and well supported.
- 112 Pupils in Year 1 and Year 2 are already experienced in ways of joining things together and they are beginning to understand the principles of designing and planning. In Year 2 they have designed a flower and made it out of appropriate materials fastening the petals and the leaves and then talking about the merits of the different ones they had produced. One of the Year 6 boys talked about this work and dashed off to get his "Record of Achievement" file, which contained the flowers that he had designed and made. As well as designing and making, the younger pupils enjoy the experience of making their own bread and carrying out a survey of fruits and vegetables we eat before making their

own fruit salad. Looking at their own toys and making a collection of vehicles that move in different ways introduce the work on mechanisms.

- 113 In Years 3 and 4 some of the work in design and technology is closely linked to topic work. The pupils described the fun they had had when making polar bear masks as part of the work of the Arctic and Antarctic. Other pupils produced more evidence from the "Record of Achievement" file to show the work they had done in designing an amulet as part of the Egyptian topic. The work on designing a casing for a battery powered light puts the work on electricity in science into a real context and helps to make very clear links between different areas of the curriculum. These pieces of evidence clearly show a good knowledge and understanding of the processes involved in designing and making something and the importance of the evaluations once the task has been completed.
- 114 Pupils described very clearly the work they had done in Year 5 and 6. Two particular topics had caught their imagination, the first being a design task where they had to make a chair for an iron giant. They could describe the processes they had gone through in great detail, explaining such aspects as the importance of the design of the cushion. Here they talked about choosing the correct materials to put in the cushion as a filling and how once the chairs had been completed they were evaluated to find the one that fitted the purpose most appropriately. The second topic was a complete contrast but they chatted away with great enthusiasm about designing a gift of biscuits for Christmas. They explained how the task included designing the container for the biscuits as well as deciding on the ingredients they were going to use. The entire conversation with the pupils clearly indicated that they understood and enjoyed design and technology.
- 115 The subject is well managed and the coordinator is in the process of writing a new scheme for the school that is based on national guidelines but making it more appropriate to the needs of the school. This subject enhances provision for the spiritual, moral, social and cultural development of pupils. Pupils learn to work well together, to appreciate the achievements of others and to recognize the advantages which engineering developments have created for our society.

GEOGRAPHY

- 116 Standards are in line with expected levels for pupils at seven and 11 years of age. During this present school year geography is taught in blocked time in conjunction with history and in Years 1 and 2, history is the current focus of work. As a result judgements about standards at seven are based on a scrutiny of work and by talking to teachers and pupils. In Years 3 to 6 a small number of lessons together with written work and discussions were used in order to make judgements about standards. Standards have been maintained since the last inspection. There is insufficient evidence to make judgements about progress in lessons, but pupils' books show that over time progress is satisfactory for most pupils. Pupils with special educational needs make better progress because of the good level of support provided in their learning.
- 117 In Years 1 and 2 teachers make good use of the local environment to help pupils understand the physical and human features of the area. They develop their understanding of maps and plans by placing their house on a local map and talking about their route to school. Pupils talk about places further away, particularly those they have visited. With help they find some of these places on a map. They understand about some physical features, particularly if they relate to the locality. They express their likes and dislikes about the local area. They have a sound understanding of weather and climate and describe features of the local weather at different times of the year.
- 118 By Year 6 most pupils have developed a satisfactory understanding of the world and are able to talk about continents, countries, oceans and seas. They know about the countries they have studied in geography and also understand the countries they have studied in history. They are knowledgeable and compare the river Nile with the river Trent. They understand the effect people have on environments and express views about pollution, particularly where it relates to their own lives. Pupils living by the river have a good understanding of locks and floodgates. They are developing their understanding of maps and symbols and are able to use a key and coordinates.

- 119 From the small number of geography lessons seen in the inspection and also a scrutiny of pupils' work in books and on displays, teaching is good, but it is not possible to make an overall judgement on teaching for such a small sample. In good lessons pupils learn geography skills quickly, for example, they learned to read an Ordnance Survey map. Pupils became increasingly confident in locating features using the information key. Good progress was made in learning about coordinates, linking well to the mathematics curriculum. Most pupils make comparisons between two villages and start to understand why places of similar size can be different, depending on their location.
- 120 There are a number of good displays around the school based on the work pupils had undertaken last term and showing satisfactory progress was achieved in their learning. Pupils in Year 4 had drawn plans of the school and written about a journey around the school expressing their likes and dislikes. A good display in Year 3 showed good understanding on climate and weather in pupils' work. Linking well with literacy pupils wrote postcards as though from Turkey, France and Norway and pupils learnt to extract relevant information and record in a shortened form. They have learnt about the weather in their chosen holiday destination and its effect on transport, agriculture and employment.
- 121 The geography coordinator has a clear idea of the subject's future development. This includes having the opportunity to monitor teaching, improve resources, develop the use of information and communication technology and provide more experiences for geographical surveys out of school.

HISTORY

- 122 The previous inspection report judged attainment for seven year olds to be below national expectations, but by the age of 11 standards were in line with national expectations. Evidence from a limited number of lessons seen, samples of pupils' work discussions with staff and pupils, and displays around the school indicated that standards have improved and are average for Year 2 pupils, and maintained for pupils in Year 6. Pupils make satisfactory progress overall. However, those with special educational needs make good progress because they have good levels of adult intervention when necessary.
- 123 Throughout the school, pupils' progress in history is satisfactory. Younger pupils recall simple facts about the Gun Powder plot and Florence Nightingale's life. In one lesson, younger pupils work well in groups to decide which questions they would like to ask Florence Nightingale in order to gain as much information as possible. This lesson skilfully enhanced the English curriculum by making a positive contribution to the development of both speaking and listening skills. Pupils have a satisfactory understanding of the difference between past and present; old and new. They draw comparisons about hospitals now and at the time of the Crimean War and give good examples of how houses and homes have changed over the years. They have appropriate understanding of their own family tree.
- 124 There is an appropriate emphasis placed on 'living' history. Good workshop opportunities enable pupils to experience history through first hand visits to places of historical interest. These visits provide good opportunities for the spiritual, moral, social and cultural development of the pupils as they learn about their historical heritage. Pupils make good progress in historical understanding in these practical activities. Older pupils outline the topics, which they have covered in history such as Greeks, Victorians, Aztecs and Tudors. When prompted they recall some facts about these topics, but their knowledge is patchy and they use only limited historical vocabulary. However pupils recall the names of famous characters from history, such as Henry VIII or Guy Fawkes and know some details about their lives. Older pupils are beginning to understand about historical sources and offer simple comparisons between aspects of present society with those of the past. In one lesson pupils make accurate deductions about Egyptian life from artefacts and pictures.
- 125 Teaching in Years 1 to 6 is satisfactory. This is an improvement in the last inspection when in Years 1 and 2 teaching was considered to be unsatisfactory. In all lessons seen, teachers were enthusiastic about the subject and offered good subject knowledge. Lessons are generally well planned and tasks well structured and appropriate for the age and ability of the pupils. Teachers are beginning to use the internet with older pupils to develop skills of research about the past

126 A key issue at the time of the last inspection was to provide a history curriculum linked more closely to the National Curriculum programmes of study. The coordinator has recently introduced a new scheme of work based on national guidelines, which is aimed at improving the provision in the school. The coordinator has undertaken an audit and produced an appropriate action plan, which addresses current inconsistencies in teaching, challenge and quality of work.

INFORMATION AND COMMUNICATION TECHNOLOGY

127 As a result of the development of a suite of computers where pupils are taught specialist skills, standards are improving in information and communication technology. Standards now meet national expectations for pupils at both seven and 11 years of age. For 11 year olds pupils this is an improvement in standards since the last inspection. Most pupils make satisfactory progress. However, as there are few computers in classrooms in all year groups and as pupils have limited opportunity to use computers in other lessons rates of progress overall are restricted. A small number use the internet at home to research for information. Few pupils understand the relevance and use of computers in the world around them. The priorities of the action plan are to be developed by a new coordinator, who has good expertise to lead and manage the subject. Currently the coordinator has had limited opportunity to improve the subject at a more rapid rate.

128 By Year 2 pupils have satisfactory knowledge of the keyboard, use the mouse slowly but accurately and understand the use of a space bar and delete button. They have created work entitled "Ourselves" and word processed their ideas. They used graphics to illustrate a simple text. Most pupils in Year 2 can print their script. Good links occurred with literacy as they remembered to use capital letters and full stops in appropriate places. Good progress can be seen between this work and that of Year 3 pupils who in creating a holiday brochure on screen managed to change the size, colour and shape of their font. Later they re-arranged their picture graphics by using the mouse to drag their images in a position to give best effect. In a good lesson observed during the inspection, linking well with literacy, the teacher highlighted for these pupils the persuasive effects of words and pictures on a reader and they made good progress in understanding marketing techniques used by holiday companies in their brochures. Pupils in Years 5 and 6 are learning other uses of the computer. They have created a database and used computer formula to calculate averages and percentages. By Year 5, pupils can input the information, but have difficulty in calculations with conversion between horizontal and vertical charts. This is because of limitations in their mathematical skills. Year 6 pupils are more confident, input data speedily and have sufficient technical skill to make short cuts to check answers. Particularly popular among all pupils are activities involving control technology instructions. Younger pupils enjoy listing directions for the movement of the Roamer turtle, and older pupils watching the turtle undertake a series of movements on screen. In a good lesson with Year 4 pupils made good progress in moving a turtle through a series of commands to make squares and rectangles, and then to explore alone and make more creative designs. Good levels of amazement could be seen as one pupil exclaimed "I've made half a tee shirt" and others rushed to see, and high levels of concentration as another pupil struggled to complete a letter "A."

129 The quality of teaching is satisfactory overall, but with some good features. Teachers are developing good confidence in teaching this subject and are supported effectively by an enthusiastic coordinator. In Years 3 to 6, because teachers' subject knowledge is consistently good, basic skills are taught well. Some teachers question pupils effectively so that pupils can explore ideas for themselves. One teacher asked "Why can't I move the turtle forward here?" and in answering the Year 4 pupil successfully predicted the outcome and used appropriate technical vocabulary to explain "because the horizontal line will be too long." Teachers manage lessons effectively. The computer suite is small and teachers have given good consideration to the most appropriate organisation for each part of the lesson. After the clearly explained description of learning objectives, teachers move pupils from the classrooms into the suite. They have high expectations of pupils' positive behaviour and attitudes to work and pupils respond well. Pupils understand the routines and the pace of learning remains good. Good levels of cooperation are apparent among pupils. Support staff make a good contribution in lessons. They work well with teachers and are developing good subject knowledge in order to teach basic skills.

MUSIC

- 130 Since the last inspection standards have improved in music and are in line with expected levels when pupils are seven and 11 years of age. This is because teachers have developed more confidence in teaching the subject, and in weekly lessons there is a satisfactory balance between activities, including both performance and composition. Additional opportunities are provided to extend pupils' musical knowledge across the curriculum, such as in assemblies where the life and work of famous composers are described. As a result pupils are making satisfactory progress.
- 131 The recent introduction of a new scheme of work in Years 1 and 2 has given a good structure to the development of knowledge and skills for younger pupils. Teaching is satisfactory. Pupils enjoy music and welcome the opportunity to play tuned and untuned percussion instruments. They sing together enthusiastically and over the school year are learning a satisfactory range of traditional songs. They are learning about rhythm and dynamics in music. In Year 1 they clap and play a musical rhythm and by Year 2 are confident in maintaining a musical beat as they sing together. Teachers are continually challenging pupils to improve their performance, for example Year 1 pupils varied the beat as they sang "This Old Man."
- 132 In Years 3 to 6 teachers use national guidelines as the basis for lesson planning. Teachers work well together in introducing additional activities to increase opportunities for performance. Each week a class has the opportunity to perform a favourite song for other pupils. During the inspection the good choice of a Calypso song by Year 3 pupils introduced new rhythms and provided good levels of enjoyment and appreciation as pupils sang and clapped in time with the music. Overall the quality of teaching is satisfactory. Standards of singing are satisfactory, but the lack of attention to correct breathing techniques and appropriate posture is restricting the quality of performance
- 133 Good attention is given to the development of composition between Years 3 to 6. Pupils have opportunities to compose and play tuned and untuned instruments, which are part of a satisfactory range overall. Electronic keyboards are popular. Pupils concentrate well. They consider dynamics, pitch, timbre, and rhythm in their work. By Year 6 pupils can work cooperatively to compose a musical interlude to create moods and emotions. However, although some pupils can read music, there is little use of musical notation to record composition. Mostly pupils use pictorial methods of recording musical sequences. After listening to "The Planet Suite" by Gustav Holst Year 6 pupils worked in small groups to compose their own interpretation of a journey into space. Pupils chose instruments carefully to reflect characters and moods, such as the choice of a glockenspiel to represent Neptune, because "it is light and twinkly." These older pupils are becoming more reflective and evaluative about their performances. For example they suggested the use of a conductor to ensure that all performers interpret dynamics simultaneously. Teachers' questioning is effective in encouraging discussion and promoting creativity. Knowledge from other subjects is beginning to influence their performance. For example, one Year 6 group considered how to interpret the effects of gravity as they told the story of Mercury in music. Additionally some pupils incorporate in class lessons knowledge and skills taught by specialist teachers in instrumental lessons on violins and recorders.
- 134 Music is making a good contribution to the spiritual, social and cultural development of pupils. The visit by pupils in Year 3 and 4 pupils to the Royal Concert Hall in Nottingham gave them opportunities to see a performance in a professional setting. At Christmas pupils visit a local church to sing carols. Parents and governors are invited to this special event.
- 135 The subject is managed by a newly qualified teacher, who is to take over full responsibility for the subject at the end of the school year. A detailed action plan of improvements is in place and priorities have been identified for inclusion in the School Development Plan. The coordinator is already seeking to address some issues. For example, there are organisational difficulties when moving musical instruments between the three school buildings, and cramped classroom space restricting opportunities for group compositions.

PHYSICAL EDUCATION

- 136 Standards in physical education are in line with those expected of pupils by the end of Year 2 and Year 6. This is the same as the previous inspection. Because of good levels of adult support all pupils, including pupils with physical disabilities, are able to participate fully in all lessons and are making good progress.
- 137 Pupils in Years 1 and 2 work with enthusiasm and are very keen to learn. They understand the importance of a warm up. In Year 1 pupils develop skills of balancing showing satisfactory control over body movements. They use the space in the hall well. However, some have difficulties with concentration and have immature social skills for their age. If asked to create a series of more than two movements they find it difficult to cooperate or recall their actions. As a result these factors limit progress in lessons although standards are satisfactory for pupils by the age of seven.
- 138 By the end of Year 6, pupils show good enthusiasm for all aspects of physical education. Pupils have developed good skills in dance, games, gymnastics, athletics and swimming. In Years 3 and 4 pupils are agile, adept at controlling their body movements as they bounce or dribble a ball in attacking or defensive play. Year 5 pupils have developed good games skills and have a good understanding of the rules of basketball, volleyball, football, or netball. Year 6 pupils continue to make good progress in all games activities. Additionally in athletics activities they perform well. They have developed good social skills. Pupils are keenly competitive but work well together in teams
- 139 Overall the quality of teaching and learning is good overall. It is satisfactory in Years 1 and 2 and good in Years 3 to 6. In a very good lesson with pupils in Year 4 and 5, the teacher demonstrated very good knowledge and understanding, had high expectations, and very effectively developed teaching points at the end of each activity. Particularly pleasing is the good inclusion and contribution to team games by pupils with special educational needs. Their achievement in team games is acknowledged and appreciated by other team members. Pupils in Years 5 and 6 benefit from specialist help given by students at the local college. Under the supervision of the class teacher and the college lecturer they respond well to small group activities with these students and this supports their skill development. They are keen and enthusiastic and show very good levels of behaviour. Overall the subject makes a good contribution to the personal development of pupils.
- 140 Accommodation at the school presents problems for teachers in many physical education lessons. The small school hall and the limited outdoor area has a significant impact on the teaching of physical education and restricts rates of progress particularly for pupils in Years 1 to 4. Special arrangements are made for the teaching of physical education for older pupils in Years 5 and 6. The school is linked with the local feeder secondary school, its feeder schools and the local college. Lessons for pupils in Years 5 and 6 take place each week in the sports hall at the local college. The high school also organize sports training for older pupils and competitions in football, hockey, netball and gymnastics.

RELIGIOUS EDUCATION

- 141 By the end of Year 2 and Year 6 attainment is in line with the expectations of the locally agreed syllabus for pupils in religious education. These findings match standards achieved at the previous inspection for seven year olds, but for Year 6 pupils' attainment is now lower than previously, although nonetheless still matching expected levels for their age. Most pupils make satisfactory progress in religious education. Those with special educational needs make good progress because of good adult support. Religious education makes a positive contribution to the spiritual, moral, social and cultural development of pupils as they learn to value the beliefs and customs of other faiths.
- 142 In each year group pupils have good opportunities to make gains in their knowledge and understanding, in particular to develop an increased awareness of Christianity and some awareness of other world faiths and the cultures associated with them. Pupils have been able to learn about Ramadan and the celebration of Eid. During times of religious festivals pupils who worship at the local church and mosque explain to each other about their faith. The analysis of pupils' work shows that they are being taught about the six major faiths of the world during their time in the school. However, in discussions with the Year 6 pupils, their knowledge of the different faiths is shallow. Pupils can readily recall and relate events, celebrations and traditions associated with Christianity, they know of

the importance of the Bible as a religious book and that Christians worship in a church. However, they have limited knowledge of other traditions and beliefs. They have limited knowledge about The Torah read and studied by Jews or The Koran, the holy book used by Muslims. These pupils do not know the significance of a synagogue or temple as places of worship for other faiths.

- 143 The teaching of religious education is sound overall. Religious education is well supported in the daily collective acts of worship. Some good teaching was observed during the inspection. In a Year 1 lesson on the story of "The Creation," pupils learned well as a result of their teacher's enthusiasm, knowledge and good use of resources. The teacher provided good opportunities for pupils' spiritual development when she discussed things that were amazing in the world; a spider's web, chickens in eggs, a rainbow, a tree from an acorn and a baby in a tummy. Pupils in Year 2 use their literacy skills well in writing. They write about the story of Lazarus, Mary and Martha. Again pupils are able to develop spiritually in expressing feelings about the events in the bible story. Good cross curricular links are developing and consolidating learning both in religious education and to support other subjects. Year 6 pupils embarked on a good question and answer session about the Ten Commandments. The teacher asked searching questions and skilfully encouraged pupils to develop their speaking and reasoning skills as well as consolidating their previous learning.
- 144 There is a good scheme of work, for religious education that follows the guidance in the Agreed Syllabus and meets statutory requirements. Teachers make good use of available resources. Resources are of good quality and range, and adequate for all religious education topics. Teachers' planning is generally satisfactory but not always consistent. In some lesson planning there is insufficient detail to show how pupils will learn or how the work is matched to the differing needs of the pupils. In other lessons the learning objectives are clearer and pupils understand how they will learn and how the lesson will be structured to meet the objectives. Some good religious links are arranged. For example a visit to Southwell Minster provided pupils with a valuable experience of a Christian place of worship. There was little use made of visits and visitors to develop pupils' understanding of other world faiths. Currently there is no curriculum plan to ensure all pupils cover the same work and in mixed aged classes some repetition as well as gaps in learning are occurring. Monitoring of teaching by the coordinator is limited although the coordinator sees this as a future area for development. Coordination of the subject is satisfactory.
- 145 Pupils' attitudes and behaviour are generally good. Most pupils show an interest in the work and respond in a positive manner. For example, in the Year 6 lesson observed pupils listen to each other's views and opinions, and showed empathy and respect for them. There is a good ethos to learning and thus to increase knowledge and understanding of religious education.