

# INSPECTION REPORT

## **EDWALTON PRIMARY SCHOOL**

Edwalton, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122601

Headteacher: Mr B J Owens

Reporting inspector: Mrs S E Hall  
21750

Dates of inspection: 25<sup>th</sup> - 28<sup>th</sup> November 2002

Inspection number: 248369

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: 4-11

Gender of pupils: mixed

School address: Wellin Lane  
Edwalton  
Nottingham

Postcode: NG12 4AS

Telephone number: 0115 9144221

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Appropriate authority: Governing Body

Name of chair of governors: Mr D Gilbert

Date of previous inspection: 28<sup>th</sup> February 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21750	Mrs S E Hall	Registered inspector	The foundation stage Design and technology English as an additional language	The school's results and pupils' achievements How well are pupils taught What could the school do to improve further
9652	Mr C Herbert	Lay inspector		Pupils' attitudes, values and personal development How well does the school work in partnership with parents
31822	Mrs A Newman	Team inspector	English Art and design Music	How good are the curricular and other opportunities offered to pupils
10611	Mr M James	Team inspector	Special educational needs Mathematics Information and communication technology	
30864	Mrs C Boyce	Team inspector	Equal opportunities Geography History Religious education	How well does the school care for its pupils or students
32301	Mr J Clements	Team inspector	Science Physical education	How well is the school led and managed

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

### **INFORMATION ABOUT THE SCHOOL**

Edwalton Primary School is on the urban / rural edge of Nottingham and has a small farm and four acre woodland within the school grounds. There are 260 pupils aged from four to eleven and there is an average number of pupils moving in and out of the school. While economic indicators for local wards are sometimes well above average many children in the area are educated privately. Approximately 15 per cent of pupils are eligible for free school meals, which is close to the average. There are 25 pupils speaking English as an additional language but none recorded as at the early stages of learning English. There are 51 pupils on the school's special educational needs register with the percentage being above that found in most schools. There is one pupil with a statement of special need. The attainment of most children on entry to the school is average overall although their skills are above average in personal and social development and knowledge and understanding of the world.

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

This is a good school with some very good aspects of pastoral care. In the Foundation Stage and Key Stage 1 pupils make satisfactory progress overall and standards by the age of seven are above average in mathematics and music. The progress pupils make, improves further in Key Stage 2 because teaching is particularly effective. By the time they leave school pupils' attainment is above average in English, science and music and well above average in mathematics. The management of the school is good with the excellent support of key governors. The school provides good value for money.

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

- Standards are above average in mathematics and music at seven and at eleven are above average in English, science and music and well above average in mathematics.
- Teaching and learning are good in Key Stage 2.
- The pupils have very positive attitudes to their learning and most concentrate well.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- The pastoral care of pupils is very good and enables them to feel happy and valued.
- Parents' views of the school are very positive and they support the school very well.
- The leaders of all governors' committees fulfil their roles in an excellent manner.

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

- The monitoring and evaluation of the work of the school by subject leaders and senior managers.
- Procedures for assessing pupils' attainment and progress in subjects other than English and mathematics.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The inspection of February 2000 identified the school had serious weaknesses in several key areas. The Local Education Authority has supported the school well since this time and this has enabled the school to focus upon areas in need of improvement. There has been good improvement in involving staff, governors and parents in agreeing and setting higher expectations of what pupils can achieve. However, more remains to be done in strengthening the role of the headteacher and senior staff in monitoring and evaluating the work of the

school so priorities are clearly identified. There has been very good improvement in raising standards in English, mathematics, science and information and communication technology by ensuring schemes of work provide guidance on how to plan for the development of skills. However, at times the match of work to pupils' abilities requires further refinement. There has been good improvement in assessment practice in English and mathematics although more remains to be done in other subjects. There has not been enough improvement in remedying the weaknesses in the curriculum for children in the Foundation Stage of learning, but there has been good improvement in provision for pupils with special educational needs. The school also rectified the Health and Safety issues identified and improved the number of computers available in school. Since the previous inspection other improvements have included the raised quality of teaching in Key Stage 2, and the involvement of governors. Overall improvement has been good.

## STANDARDS

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

Performance in:	Compared with				Key
	All schools			similar schools	
	2000	2001	20002	2002	
English	C	A	A	A	well above average    A above average        B average                C below average        D well below average    E
mathematics	C	B	A	A	
science	C	A	A	A	

The attainment of most of the children when they start in the Reception class is average in communication, language and literacy, mathematics, creative and physical development but above average in other areas. The children have well developed personal and social skills, which give them confidence and help them settle well to school. The children make satisfactory progress in the Foundation Stage of learning and achieve the recognised Early Learning Goals in all areas with a significant minority exceeding these targets by the time they start Year 1.

Pupils make satisfactory progress in Key Stage 1. The National Curriculum test results in 2002 show that at the age of seven standards were below average in reading, above average in writing and well above average in mathematics. This is both when compared to schools nationally and in comparison to schools with similar numbers of pupils entitled to free school meals. Inspection findings are that standards at the age of seven are average in reading and writing and above average in mathematics.

The school did very well in the 2002 National Curriculum tests for pupils aged eleven. Standards in English, mathematics and science were well above average in comparison to schools nationally and when compared to those with similar features. The school set reasonably challenging targets for 77 per cent of pupils to achieve Level 4 in English and mathematics, which were exceeded. Current targets are higher and appropriately challenging. Since the identification of being an under-achieving school in 2000 there has been a considerable improvement in standards because of improved planning and teaching. Inspection findings are that at the age of eleven standards are above average in English and science and well above average in mathematics. Pupils in Key Stage 2 make good and often

very good progress because lessons are well planned with teachers providing many challenging activities for pupils.

In other subjects of the National Curriculum standards are above average in music throughout the school and are average in all other subjects. It was not possible to make judgements about standards in physical education as few lessons were scheduled to take place during the inspection. Pupils achieve satisfactorily in Key Stage 1 and well in Key Stage 2. Pupils with special educational needs make good progress towards the targets identified for them as do higher attaining pupils in Key Stage 2. Pupils speaking English as an additional language make sound progress.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils have very positive attitudes to their learning. They work hard and want to do well.
Behaviour, in and out of classrooms	Very good. The great majority of pupils behave very well in lessons, when moving around the school and at breaktime.
Personal development and relationships	Very good. Excellent opportunities exist for pupils of all ages to take responsibility in school although there are relatively few opportunities for pupils to show initiative in lessons. Relationships throughout the school community are very good.
Attendance	Good. The large majority of pupils attend regularly and arrive punctually and this has a positive impact upon their learning.

## **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Satisfactory	Satisfactory	Good

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

The quality of teaching is good overall and has improved since the previous inspection with particular strengths in Key Stage 2 where teaching is often very good. As pupils are in mixed aged classes for two years, staff know the pupils well and the pastoral care of pupils is a strength. All pupils are valued for their achievement and effort, which encourages self-confidence, and promotes a climate where pupils feel happy and comfortable. The management of pupils is good and staff make clear to pupils what they expect of them. Teachers generally provide a good level of challenge and this is particularly so in Key Stage 2. The teaching of numeracy skills is a strength, being good in Key Stage 1 and very good in Key Stage 2. The teaching of information and communication technology is good throughout the school and that in English and music is good in Key Stage 2 and satisfactory in Key Stage 1. The teaching and learning of children in the Foundation Stage is satisfactory with several good features although work in the reception class reflects the formality of the National Curriculum more than is often suitable for the age and experience of the children. Teaching and learning in Key Stage 1 are satisfactory with some good features but lack the creativity of much of the teaching in Key Stage 2 which challenges pupils well.

## **OTHER ASPECTS OF THE SCHOOL**



<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Good. The curriculum in Key Stage 1 and Key Stage 2 is broad and balanced and includes use of the school grounds. The curriculum for the Foundation Stage of learning is not always closely enough based upon national guidance. There is a very good range of extra curricular activities and the school makes excellent use of the local community to support the curriculum.
Provision for pupils with special educational needs	Good. Pupils receive well directed and effective support from teachers and teaching assistants which is in line with the pupils' particular needs. Pupils' individual education plans are much improved since the previous inspection of the school.
Provision for pupils with English as an additional language	Pupils who speak English as an additional language mostly speak English well, but there is no mother tongue support and little specialist help for those who lack confidence in English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' social development is excellent and that for moral development is very good. Provision for spiritual and cultural development is good although often informal and staff miss some opportunities to extend this further.
How well the school cares for its pupils	Pastoral care is very good which enables pupils to feel happy and secure. Assessment is good in English and mathematics but is too informal, and is unsatisfactory in several other subjects.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Good. The management of the school is good and enables it to function as an orderly and happy community. Leadership supports school improvement well, but, senior staff sometimes struggle to prioritise that which is most important. The role of the senior staff and subject co-ordinators is under-developed.
How well the governors fulfil their responsibilities	Excellent overall. The Chair of the Governing Body and leaders of committees have an excellent grasp of their roles and are working very effectively.
The school's evaluation of its performance	Satisfactory. There is a suitable range of procedures to monitor the work of the school. However, the evaluation of such information lacks clarity and rigour and sometimes is overly congratulatory and fails to identify necessary improvements.
The strategic use of resources	Good. Financial planning is carefully considered and effective. The principles of best value are applied very well to purchases and resources are generally used effectively. The staffing of the school is suitable. The accommodation is satisfactory overall but requires considerable refurbishment and the removal of surplus resources.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• That behaviour is good, that children like school and are happy in their learning.</li><li>• That pupils are expected to work hard and achieve well.</li><li>• That parents feel comfortable approaching the school with questions.</li></ul>	<ul style="list-style-type: none"><li>• The more systematic use of homework.</li><li>• More information about how their children are getting on.</li></ul>

Inspectors agree with the positive views of parents. The use of homework is satisfactory and the information provided for parents both formally and informally is very good overall.

## **PART B: COMMENTARY**

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

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

1. The children's attainment when they enter the Reception class is average overall, although there is variation in attainment within the different areas of their learning. The main strengths are in the children's personal and social development and in their knowledge and understanding of the world, both of which are above average. Skills in other areas, including in communication, language and literacy, mathematical, physical and creative development are average. The children have the usual range of speaking skills with some being confident whilst several are quiet and offer little in discussions. Early reading, writing and number skills are in line with what is expected for the age of the children. Children make satisfactory overall progress and a significant minority of them make good progress. They settle happily to school in the Reception group and the large majority enter Year 1 having achieved the Early Learning Goals for children of this age in all areas of their development. With many exceeding the targets in personal and social development and knowledge and understanding of the world.
2. In the 2002 National Curriculum test results for pupils aged seven, their attainment was below average in reading, above average in writing and well above average in mathematics. This is both when compared to schools nationally and when compared to schools with similar numbers of pupils entitled to free school meals. By the end of Key Stage 1 pupils' speaking and listening skills are average. Most listen attentively, speak clearly and use a reasonably wide vocabulary for their age. In 2002 in national reading tests fewer than average numbers of pupils achieved both the expected Level 2 and the higher Level 3 in the national tests. This indicates a slight fall from the previous year when reading standards were average but a significant improvement from 2000 when they were well below the national average. In writing an average number of pupils aged seven achieved the expected Level 2 but a good proportion of them achieved the higher Level 3 which resulted in overall standards that were above average. This indicates an improvement from the previous year and considerable improvement since 1999 and 2000 when writing standards were well below average.
3. National tests over the last four years have consistently indicated that standards in mathematics are above those in English at the age of seven. The 2002 national tests again confirm this picture. This year, by the age of seven, pupils attained well above average standards in national tests both in comparison to schools nationally and when compared to schools with similar proportions of pupils entitled to free school meals. This is because virtually half the pupils achieved the higher Level 3 in the 2002 national tests. In teacher assessments in science pupils achieved very well in 2002.
4. Inspection findings largely confirm the recent picture of achievement for pupils in Year 2 and with current improvements in writing brought about by a recent focus on this area. Standards in speaking and listening are satisfactory as they are in reading and writing. Standards in mathematics are better and are above average at the end of the key stage. This is largely because the quality of teaching in mathematics is better than that in English. Standards in science are average but are somewhat limited by the current lack of time allocated for teaching the subject in Key Stage 1. Any slight difference from the results of national tests is because of the varying natural abilities of different year groups.
5. The 2002 National Curriculum test results for pupils aged eleven show a generally more positive and consistent picture than that of younger pupils. Standards were well

above both the national and similar schools averages in English, mathematics and science. This largely maintains the improvements made in 2001 with a slight further improvement in mathematics. In English and mathematics when compared to all schools a well above average proportion of pupils achieved the expected Level 4 and a good proportion the higher Level 5. In science attainment was even higher with more than half the pupils achieving Level 5. The school was awarded a School Achievement Award for 2001/2 for the considerable improvement in standards and the overall trend in the school's average National Curriculum points for all core subjects was above the national trend in 2002.

6. Test results over the last four years show that standards have consistently improved since the low of 1999. Much of the considerable improvement was brought about by the changes in planning following the previous inspection of the school, which identified serious weaknesses in provision. School targets, set by the previous headteacher and staff for 77 per cent of pupils to achieve Level 4 in English and mathematics were exceeded. Current targets for 85 per cent to achieve the expected levels are reasonable and likely to be achieved.
7. Inspection findings confirm that at the age of eleven standards in English and science are above average and those in mathematics are well above average. The pattern of impressive recent achievement in mathematics has been maintained. Test results and inspection observations indicate that the good quality of teaching is a strong influence upon pupils' achievements.
8. In Key Stage 2 pupils' speaking skills are good. Most pupils are confident and articulate and happy to explain their ideas in detail often using subject specific vocabulary well. Reading and writing skills are also good in Key Stage 2 with most pupils having a confident approach to their work and being keen to do well, although writing is sometimes untidy. In mathematics all pupils have a very firm grasp of number calculations, and of shapes, space and measures and of how to handle data. In science a high proportion of pupils do well and have particularly good awareness of environmental issues supported by their work in the school farm and woodlands.
9. In both key stages pupils have average skills in information and communications technology, but this masks the considerable recent improvement in standards since the previous inspection when attainment was below average. Since this time the school has not only improved computer resources but also staff knowledge and confidence in teaching the different strands of the curriculum.
10. Standards in music are above average throughout the school. This is largely because some staff have good subject knowledge but they are particularly well supported by part time staff and extra curricular activities. Standards in all other subjects including religious education, art and design, design and technology, geography and history are average at the ages of seven and eleven. It was not possible to judge the standards in physical education as few lessons were scheduled during the inspection of the school.
11. In Key Stage 1 pupils make satisfactory progress overall in their learning and this is often good in mathematics, information and communication technology and music. However, in Key Stage 2 the pace of learning improves because the quality of teaching is better and expectations of what pupils can achieve are higher. Pupils make good progress in English, science, information and communication technology and music and very good progress in mathematics. In Key Stage 1 pupils achieve satisfactorily in relation to their prior learning and natural abilities and in Key Stage 2 they achieve well.

12. Pupils with special educational needs make good progress in relation to the targets set for them. They are provided with good levels of support from their teachers, and the teaching assistants. Pupils' targets are regularly evaluated and reviewed, and new targets are set to aid progress, when required. This is an improvement since the previous inspection. Pupils speaking English as an additional language make generally sound progress although there is no mother tongue support and little specific help to develop their early language skills.

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

13. The attitudes of pupils to school and to their learning are very good and this standard has been maintained since the last inspection. The behaviour of pupils in and around school is now very good and pupils have improved the quality of this aspect of school life since the last inspection. Relationships between all members of the school community and the personal responsibility taken by pupils continue to be very good overall. These aspects of school life are very closely linked into the very good provision of moral development and the excellent provision for social development provided by the school. A very high proportion of those parents who completed and returned the inspection questionnaire, those who spoke to inspectors or who attended the inspection meeting also expressed positive views about these aspects of school life.
14. Standards of behaviour are consistently very good and pupils are very polite and well mannered towards visitors as they move around school, holding doors open and offering a cheery greeting. There is no indication of any racist or sexist behaviour. There have been no exclusions during the last reporting year. Pupils with special educational needs pay close attention to adults and they persevere with their tasks. They are well behaved, they get on well with other pupils and they contribute well to group activities.
15. Pupils have a very good understanding of right and wrong and always show respect towards all members of the school community. There was no evidence of litter, graffiti or vandalism in or around school. Pupils enjoy coming to school and they talk about it enthusiastically and they are keen to participate in class activities. For example, in a Year 3 / 4 religious education lesson, pupils were thrilled when their teacher and a classroom assistant dressed up in costume for a role-play of the Annunciation, and they completed their own role-play with great enthusiasm. Pupils demonstrate great interest and care when they are working in the farm unit or their own garden plots.
16. Relationships between pupils and one another, and pupils and all adults, are very good overall. For example, when the School Council ran an assembly during the inspection, there was a mature debate and then a vote for all pupils on whether or not a new game should be provided for the playground. The quality of these relationships has a very positive impact on pupils' learning and personal development, and all pupils are included in the range of school activities.
17. The opportunities for pupils to take responsibility in school are also very good. Pupils enjoy taking responsibility in the class councils and the School Council where they discuss topics such as the positioning of litterbins around the grounds or the organisation of social events. Pupils who are members of the Animal Club play a major part in the welfare and feeding of the animals such as the goats, lambs, chickens and Henry the pig. The buddy system, between older and younger pupils, also provides the opportunity for pupils to care and look after each other. However, pupils are not always given sufficient opportunity to show initiative in their class and their learning although this is something that they would be well able to do. Pupils are also very aware of the

needs of those less fortunate than themselves and make generous donations to a variety of charities. All these activities have a very positive impact on pupils' personal development.

18. Levels of attendance are good and are similar to those at the last inspection. Attendance is now marginally above the national average and punctuality to school is good. However, unauthorised absence is above the national average.

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

19. The quality of teaching is good overall, whilst being more effective in Key Stage 2 than in other parts of the school. Teaching has improved since the previous inspection when it was seen to be satisfactory overall and with a small percentage of unsatisfactory teaching. In the 57 lessons observed in this inspection teaching was excellent in almost four per cent of lessons, very good in 19 per cent, good in 47 per cent and satisfactory in thirty per cent. This shows a much stronger picture of good or better teaching from the 43 per cent seen in the previous inspection to 70 per cent now. Judgements of the quality of teaching are also supported by the scrutiny of pupils' recent work.
20. There are strengths in the teaching of mathematics with the teaching of numeracy skills being good in Key Stage 1 and very good in Key Stage 2. The teaching of information and communication technology and music is good throughout the school and that in English is good in Key Stage 2 and satisfactory in Key Stage 1. Teaching in other subjects is satisfactory overall. However, it was not possible to make judgements about the teaching of physical education as there were few lessons timetabled during the inspection although the teaching of swimming is good.
21. A strength in teaching throughout the school is the good and often very good management of pupils which results in calm and well ordered lessons and good opportunities for pupils to concentrate. Staff teach pupils for two years in mixed aged classes and so know the pupils well and are able to offer high levels of personal support which raises pupils' confidence and self-esteem.
22. Teachers' knowledge and understanding of the subjects they teach are satisfactory overall but better in Key Stage 2 than in other parts of the school. There are particular strengths in teachers' subject knowledge in mathematics. Staff have implemented the National Numeracy Strategy very well and this provides a very firm foundation for teaching numeracy skills throughout the school. The staff have also implemented the National Literacy Strategy well and this has had a positive impact upon standards particularly in Key Stage 2. There is improved subject knowledge throughout the school of how to teach the skills of information and communication technology which was unsatisfactory in the previous inspection and which is now good. This has had a very positive impact upon learning. While staff knowledge and understanding of how to teach other subjects such as art and design and design and technology are satisfactory, teaching does not always move the pupils' learning forward enough in all aspects of these subjects.
23. Teachers' knowledge and understanding of how to teach children in the Foundation Stage are satisfactory overall and with some good aspects. Planning and teaching are based to some extent upon the nationally recognised guidance of the Early Learning Goals but rarely upon the stepping stones phase of this guidance. In practice the teaching of the children in the mixed age Reception / Year 1 class often reflects the more formal early stages of the National Curriculum. This does not always meet the

needs of the youngest children in the best possible manner as they are sometimes expected to sit and listen for too long to quite formal activities including literacy and numeracy lessons. However, conversely some activities where children choose what to do are not always well enough structured to support learning in specific areas and viewed as 'filler' activities while staff support other pupils. The planning of activities for children in the Foundation Stage is an area for improvement.

24. The teaching of basic skills is good overall with some areas of strength and others for further development. Particularly successful is the teaching of basic numeracy skills which enables pupils to develop confidence in handling increasingly large numbers in a variety of ways. This results in pupils becoming skilled mathematicians and being able to carry out mental calculations quite speedily. The basic skills of how to use computers for a variety of tasks are also taught well. While the teaching of basic reading and writing skills is satisfactory there are areas for further development within these areas. Pupils in Key Stage 1 are taught to read reasonably well but do not always learn how to use more advanced reading skills well enough. While pupils are taught the mechanics of how to write and spell not enough attention is paid to the standards of presentation and handwriting is often messy and untidy. Staff often miss suitable opportunities for pupils to develop their writing skills in cross-curricular activities.
25. Teachers' planning is satisfactory overall. Lessons are suitably based upon national guidance and this provides a solid structure for the range of subjects. Activities are often planned to meet the needs of different groups of pupils, including those with higher attainment but on occasion the match of task to pupils abilities could be refined even further. Planning does not always identify what are the target levels for different groups of pupils. Sometimes the same or very similar tasks are set for older and younger pupils within all mixed age classes. This does not always offer the best level of challenge and leads to some minor parental concerns, which are mostly unfounded.
26. Teachers' expectations are good and have considerably improved since the previous inspection where staff did not consistently expect enough of pupils and this led to under-achievement. Expectations are now often very good in Key Stage 2. Most staff have high expectations not only of behaviour but also of achievement. This is epitomised in an excellent science lesson in Years 5 / 6 where information and communication technology was used very effectively to produce bar charts for data when investigating changing states and the evaporation of water in a clothes-drying experiment. Assessment information is used well in English and mathematics to inform planning and raise expectations of what the pupils can achieve.
27. The methods teachers use within lessons are good overall, although again being more effective in Key Stage 2 than elsewhere in the school. Teachers usually explain things clearly and provide a good level of information and use occasional touches of humour well to motivate pupils. Several teachers use questions particularly well to probe what the pupils know and understand although some staff do not make enough use of directed questions to involve pupils who offer little. The discussions at the end of lessons are usually used well to encourage the pupils to describe what they have done and found out. However, occasionally in the Foundation Stage and Key Stage 1 teachers talk for too long and pupils struggle to maintain concentration.
28. The use of time, support staff and resources is good. The pace of lessons is usually good and, where staff expect a lot of pupils, time is used very effectively. However, occasionally the pace of learning dips, as seen in a Year 1 / 2 mathematics lesson, when pupils had to round up numbers on cloakroom tickets with no additional input to activities and little to aid their concentration. Support staff, where they are available are

used well. They are particularly effective in supporting the youngest children in the Foundation Stage and other pupils with special educational needs. Support staff have a good understanding of their roles and work effectively in supporting learning. Resources are used satisfactorily although the excessive amount in some classrooms, as seen in the Foundation Stage, limits the available working space and free movement around the class.

29. The quality and use of on-going assessment is satisfactory overall. Most staff offer good verbal feedback and praise to pupils. Because teachers and support staff have established good relations with pupils most are anxious to live up to the expectations of their teachers. This was epitomised in an excellent Year 3 / 4 art lesson where the teacher developed very productive relationships with pupils. His feedback on the quality of their work encouraged pupils so that they become very keen to impress the teacher with their efforts. The marking of pupils' work is satisfactory with some good examples but is variable particularly in non-core subjects when marking does not always identify how the pupils can improve their work. Occasionally as in some other aspects of school life some work is praised that is little more than satisfactory.
30. The use of homework is satisfactory. Younger pupils take reading books home on a regular basis and all pupils complete a reasonable range of tasks in other subjects. However, this has been an area of concern to parents who feel that it is unsystematic and not always used to best effect to support learning. Senior staff are aware of these concerns and have well advanced plans to develop this further.
31. The teaching of pupils with special educational needs is good, and has improved significantly since the previous inspection. The teachers and teaching assistants have a clear understanding of the needs of the pupils, they work closely together and they arrange a most suitable range of activities and work for them. Positive relationships are established, and help and support are readily provided. The teaching and support provided for the pupils with statements of special educational needs is also good.
32. The teaching of pupils speaking English as an additional language is broadly satisfactory within the constraints placed upon the school. The school receives no additional funding or support for pupils at the early stages of English, although at other times there has been additional support for a small number of pupils. Currently no pupils are recorded as being at the early stages of learning English and therefore receive no mother tongue support or specific support for language. However, there are pupils in school who whilst understanding most of what is said to them contribute little in discussions because of limited confidence in their speaking skills. These pupils are often identified with a deficit in their learning and placed upon the register of special educational needs. This is not always entirely appropriate. There is currently no senior member of staff with responsibility for the identification and support of pupils with English as an additional language. However, pupils receive some additional help with the quality of much of the special educational needs support being good in a general sense.

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

33. The quality and range of learning opportunities are good and are enriched through a wide variety of additional experiences that supplement the National Curriculum well. This is an improvement since the previous inspection. Educational visits and visitors to school enhance learning well and pupils are given numerous opportunities to use the



environment of the school grounds. This includes the school farm, where at the beginning and end of each day, pupils look after the various animals, including sheep, rabbits, a cockerel and a pot-bellied pig. Pupils bring their own individual touches to designing and cultivating plots in the school garden. These opportunities make a significant contribution to the personal development of the pupils. Currently, however, the four-acre ancient woodland attached to the school is under-used throughout the curriculum.

34. The school meets statutory curricular requirements, including appropriate provision for religious education. The National Literacy and Numeracy Strategies have been successfully introduced and have been effectively embedded into teachers' planning in order to meet the needs of pupils of all abilities in Key Stage 1 and Key Stage 2. This has had a positive impact in raising pupils' standards of attainment and the progress they make in recent years. The curriculum is broad and balanced overall in Key Stage 1 and Key Stage 2. Planning for children in the Foundation Stage is satisfactory overall, but does not make sufficient use of the nationally recommended stepping stones to ensure that children under five are provided with learning opportunities which enable them to reach the Early Learning Goals.
35. The overall time available for the curriculum meets national guidelines, but the school's significant efforts to raise standards in English and mathematics have limited the time available for some other subjects such as physical education, design and technology and art and design. The school has developed a two-year curriculum plan, which effectively ensures that pupils in mixed age classes do not repeat the same units of work in their second year. Whilst medium and short term planning successfully identifies the skills, knowledge and understanding to be taught in particular units, opportunities for assessment in the foundation subjects are not always clearly identified.
36. There are curriculum co-ordinators for all subjects but their role in some areas is under-developed since they are given insufficient time to monitor the quality of teaching and learning. The school makes good use of cross-curricular links, such as the use of historical stories in literacy lessons and art in history and religious education lessons. This subject integration gives the curriculum interest and relevance. The improvement in the quality of the curriculum overall, represents a commitment of much hard work and determination and is a credit to the school.
37. The school makes very good provision for pupils' personal, social and health education. The very positive emphasis upon environmental education is underpinned by the good opportunities provided for all pupils to care for the school's animals and to become involved in cultivating and tending their own garden plots. Pupils are encouraged to develop a very good sense of citizenship through their involvement with the democratic procedures of the School Council. Meetings of the Council are lively and well focused upon those areas which pupils feel would benefit the school and enhance the quality of pupils' participation in ensuring the well being of the whole school family. Pupils develop a very strong sense of responsibility for each other; they grow in social confidence and their decision-making skills are well promoted. This area of the school's provision is a very good reflection of its warm and caring family ethos. For example instructional writing at the end of Key Stage 2, shows pupils giving careful thought to the components of friendship and to ways in which to deal with challenging behaviour in the playground. Sex education is appropriately delivered as determined by the Governing Body and drugs awareness is encouraged by a well-planned health education curriculum.

38. Procedures to ensure that all pupils have equality of access to the planned curriculum are sound. The school ensures that pupils are given equal opportunities throughout the curriculum and all activities are open to all pupils, irrespective of gender, ethnicity, social circumstance or prior attainment. Pupils in the early stages of learning English, however, are not always supported sufficiently, although the school has good procedures for alerting the Local Education Authority to their need.
39. The provision for pupils with special educational needs is good. This is a significant improvement since the last inspection. Clear procedures are in place and they closely follow the new Code of Practice on the identification and assessment of pupils. The new Code has been carefully and effectively implemented. Individual education plans are provided for pupils, and although variable these are generally now of good quality. They are reviewed each term. Care is taken to ensure that the work provided for pupils is closely suited to their needs. Pupils with statements of special educational need are provided with most suitable support, in line with the requirements indicated. Their statements are reviewed annually and pupils are included in the full range of school activities.
40. The community provides an excellent contribution to pupils' learning. Pupils make numerous visits to places of interest. Additionally, pupils use the facilities of the local shops and supermarket for topics and surveys. Community visitors include representatives from the local police force, veterinary clinic and numerous sports clubs. The school links all these activities clearly into the curriculum and they have a very positive impact on pupils' learning and development. Very good links have been developed with a local business, which generously supports school initiatives such as the equipping of the information communication and technology suite. Both the school and the company see their relationship as mutually beneficial as staff from the company visit the school to carry out team activities as part of their own community initiatives. Additionally, strong links have been developed with the local Secondary School. In addition to developing curriculum links and providing opportunities for induction, pupils from Edwalton have many opportunities to visit the Secondary school and these activities ensure their smooth transition into Year 7.
41. The provision for extra-curricular activities remains very good. The school curriculum is greatly enhanced by the large number of musical, sporting, gardening, and farm unit activities. Many of these activities are organised and run by parents who are able to use their specific skills to support pupils' additional learning opportunities.
42. The overall provision that the school makes for pupils' spiritual, social, moral and cultural development also continues to be very good and the very high standards that were achieved at the last inspection have been maintained. Spiritual development remains good. The school works hard to develop and maintain a set of values, principles and beliefs which inform life and the patterns of behaviour. Pupils are encouraged to explore values and beliefs, including religious beliefs, and the way in which they impact on people's lives. Pupils have a unique opportunity to understand the environment through their care of the farm animals and the tending of their own gardens. However, there are many occasions when opportunities are lost in assembly including for pupils to listen to and reflect upon music. Pupils enter and leave the hall to music but there is nothing in the assembly planning to allow them to enjoy the experience. Similarly in some art and music lessons the time allowed to reflect on the work of the composer or artist was insufficient to develop a greater depth of understanding.
43. The provision for moral development remains very good. Staff provide very good role models and pupils have the opportunity to discuss and agree on their own code of

rules. The School Council continues to be seen as a valuable place for discussion and decision making and pupils are happy to abide by its decisions. Pupils also demonstrate very high levels of respect and care to the animals in the farm unit and to each other's garden plots. Pupils are clearly taught the difference between right and wrong, the importance of a considerate style of life and of respect for others. Teachers make clear their expectation of good behaviour and pupils are given the opportunity to think through the consequences of their own and others actions.

44. The provision for pupils' social development remains outstanding. There are numerous day-to-day opportunities for pupils to work in small groups and additional special events such as the visit of the School Council to a national event, which extend pupils social skills very effectively. The 'buddy system', school and class councils, farm unit and other responsibilities that pupils are given provide excellent opportunities for pupils to meet and work together in a very mature way and gain a better understanding of both their school and the wider community. Pupils show very good concern for each other and the buddy system supports those who feel lonely. The school organises a very good range of extra curricular activities. Staff invite visitors to school and organise a very effective range of visits including a residential visit for the oldest pupils. Parents see such activities as valuable opportunities for their children to become more mature and extend their understanding of citizenship.
45. The provision for cultural development remains good and pupils have a good opportunity to learn about their own culture and that of others. For example, the parents of pupils who have joined the school from other parts of the world have been invited to lead an assembly. The balloon race gave pupils the opportunity to learn about the many countries in Europe where their balloons landed. Additionally pupils learn about painting in different styles such as Hundertwasser and Van Gogh and in the school hall are displays of different faiths. However, staff again miss opportunities to develop cultural awareness further through a specifically planned range of activities.

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

46. The school provides very good care and support for its pupils and there has been a good improvement in this aspect of school life since the last inspection. The school has successfully addressed the health and safety points that were raised. Parents also think highly of the care and support that their children receive in school. The school maintains appropriate records for first aid, fire drills, accident recording and the emergency contact of family and friends in case of an emergency. Additionally, all members of staff provide appropriate care for pupils who are feeling unwell in school. The procedure for child protection is effective and the designated teacher ensures that all members of staff have an appropriate understanding of it. The school is aware of the potential dangers of unprotected Internet use and has sensibly developed a policy and procedures to ensure that all contacts are authorised and supervised. Additionally, an animal handling policy has been developed which applies specifically to safe and hygienic working in the farm unit.
47. The Governing Body takes its responsibility for health and safety seriously and it carries out regular inspections. Risk assessment is carried out prior to school visits and the school has very recently carried out a specific fire assessment in view of the current industrial situation. These assessments ensure that any potential dangers have been identified and minimised. The school supervises pupils well at dinnertime and in the playground. The midday supervisors are an effective and important part of the school community.
48. The school promotes and monitors attendance well. Tracking and monitoring of statistics takes place on a regular basis with the support of the education welfare services to work with the very small number of families whose children do not attend regularly. The school promotes and monitors behaviour very well through the very effective provision of moral development and the way that teachers manage it.
49. The monitoring of personal development is very good. A comprehensive record is kept of each pupil's personal progress, and this helps teachers and support staff track how well pupils are doing. Pupils with special educational needs are regularly assessed and a wide variety of information is recorded to help identify pupils' current attainment. The information gained is used effectively to provide suitable new work for the pupils.
50. Procedures for monitoring pupils' academic progress are satisfactory overall, which is an improvement since the previous inspection when assessment practice was a key issue. However, whilst there have been improvements in some subjects more remains to be done in others and this remains an area for improvement. Pupils' attainment on entry to school is assessed using the guidance of the Local Education Authority. The information is then shared with parents so that both teachers and parents are working together to support pupils' on-going learning.
51. Assessment procedures in English and mathematics are good and those in science, information and communication technology and music are satisfactory. The assessment co-ordinator and headteacher regularly analyse a range of test results in English, mathematics and science and share the information with the Governing Body. The school sets challenging yet realistic targets for improvement. Any differences in the attainment of boys and girls and pupils with special educational needs are analysed and the information is used to track pupils' attainment and progress over time. However, the tracking of pupils by ethnic heritage is less embedded in school routines. Assessment information is collated and recorded in a well-organised achievement

folder. However, assessment procedures need to be improved further to match work to the needs of all groups of pupils in order to ensure the highest appropriate challenge.

52. The information is used in a satisfactory manner overall to improve standards and to identify areas for development particularly in English and mathematics. In English, for example, it has been used to introduce more effective spelling strategies and in mathematics, pupils' understanding of equivalent fractions and ordering decimals, for example, has been highlighted as an area of concern and they are now a greater focus of the teaching.
53. In all other subjects, including religious education, art and design, design and technology, geography, history and physical education there are few formal, whole school systems or procedures for assessing pupils' attainment and progress in learning. This is unsatisfactory and is a key area for improvement. Assessment does not sufficiently support procedures to ensure that pupils make good progress in developing the appropriate knowledge and skills from year to year. The school recognises a need to develop effective assessment procedures for all subjects.
54. Teachers mark pupils' books regularly but the quality varies from subject to subject and throughout the school. At its best, marking is thorough and supportive, such as in English, where the "bubble and block" method of praising effort and analysing errors has helped pupils focus on ways to improve their writing. In mathematics a 'traffic light' system helps pupils to focus on putting right errors and misconceptions in particular units of work. Where marking is less effective, comments in books are encouraging but there is less advice offered to help pupils improve their performance.

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

55. The effectiveness of the school's links with parents is very good. The school promotes itself very well to its parents and the vast majority of those who responded to the inspection questionnaire or who attended the inspection meeting have very positive views about the majority of aspects of school life. Parents hold the school in very high esteem and a number came into school during the inspection and were very keen to tell inspectors how very satisfied they were with all aspects of school life.
56. The impact of parents involvement on the work of the school is very good as is their contribution to children's learning at school and at home. A small core of parents help out in class on a regular basis but the support provided to other school activities is outstanding. For example, when Year 5 / 6 attended the leisure pool for swimming lessons more than 12 parents attended over the three sessions to assist. They positioned themselves around the large pool and held horns, which they would blow in case of emergency. Additionally, the school is able to make very good use of parents with particular skills and the workshop, which meets on a monthly basis, is able to carry out painting and improvement work around school. The school is also very keen to discuss any areas of concern to parents and have invited any such parents to work with staff discussing provision for pupils. The Parent Teacher Association works hard to raise money for the school and events such as the Christmas and summer fairs, the 'Henry drive' and other social events raise in excess of £5,000 each year. The school values all this support and it has a positive impact on pupils' learning.
57. The information produced by the school for its parents is very good and the majority of parents consider that they are well informed about the progress of their children and of school activities. Reports are attractively designed and contain personalised developmental information and targets, which enable parents to recognise their

children, and help them progress in their learning. Both parents and their children also have the opportunity to contribute their views. The annual report to parents from the Governing Body is also an extremely informative and interesting document with many pictures depicting aspects of school life. Parents of pupils with special educational needs are kept well informed of the reviews of their children's individual education plans, so that they are fully aware of the provision being made for them. Parents of pupils with statements of special educational need are invited to the annual review meeting.

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

58. The school's aims and values are a strength of the school. These are evident in the documentation seen and are best represented in how the school leadership, pupils, staff, governors, parents and community work together well to provide happy and positive learning experiences for the pupils. The school ethos guides the life and work of the school. As in the last inspection, the aims relating to personal and social development, behaviour and relationships continue to be very well achieved and supported by parents.
59. The leadership and management of the school by the headteacher and key staff are good and have improved considerably since the previous inspection. This has had a significant impact in enabling the school to move forward although there are some areas for further improvement. The headteacher has worked hard to begin to address school improvement and development planning issues. He has boundless enthusiasm and strong personal relationships with pupils, staff, governors and external advisors all of whom feel valued and a central part of the school team. Advisory staff who have worked in partnership with key staff and governors, have provided regular and well-focused support to identify key concerns, aid action planning and monitor and evaluate the success of agreed initiatives. The headteacher now has a clearer picture of where the school is and where it needs to go. He is totally committed to the school and its community and is wholehearted in his support of the staff and pupils.
60. The headteacher is providing good leadership since taking over the post in Autumn 2001 having been acting headteacher at the time of the previous inspection. At that time the school was found to be 'under achieving' and the need to improve leadership and management was one of the key issues to address. The areas identified included to;
- involve staff, governors and parents in agreeing and setting targets that express high expectations of pupil achievement ;
  - strengthen the role of the head teacher and senior staff in monitoring and evaluating the work of the school;
  - redefining management responsibilities so that priorities are clearly identified.
61. The school has significantly improved its procedures for setting targets by collecting and utilising assessment data in the core areas of mathematics and English. The procedures for assessment now help support teacher assessment and the data is used more effectively to identify targets for individuals and different groups. The school achievement file is a useful tool to help map year on year progress, particularly at Key Stage 2. Expectations are now much higher than at the time of the last inspection and this is reflected in the improved quality of teaching, the raising of school targets and the standards achieved. However, the procedures for assessment of the none-core subjects require further development.

62. The monitoring and evaluation of the school's performance and taking effective action is satisfactory overall. There has been some improvement in monitoring and evaluating the work of the school although more remains to be done in several areas. The headteacher has worked alongside local advisory staff to gain experience of monitoring the quality of teaching and learning in the classroom. This experience has been valuable in enabling the school to introduce evaluation procedures. Other key members of staff have also had some opportunity to improve skills in this area. A termly monitoring timetable is now in place. However, the quality of the school's own monitoring is largely descriptive of an activity and lacks rigour in identifying what works well or requires improvement. Feedback to teachers, and general school documentation is often over generous at the expense of accuracy. Very little monitoring and evaluation is organised for foundation subjects and this is an area for improvement. There is limited senior management team expertise in provision for children in the Foundation Stage of learning and this has allowed some long standing planning concerns to remain.
63. The school has found it difficult to redefine management responsibilities so that priorities are clearly identified. There is a need for a comprehensive review of responsibilities to ensure that the action plan and agreed targets can be met. However, due to an inherited staffing responsibility structure, staff absence, staff movement, a falling role and a very tight budget there has been limited scope for major changes.
64. The Senior Management Team is established but has yet to make an impact on the identified key areas. After an erratic start it now meets weekly and is comprised of five senior staff. Their priorities come from external monitoring and evaluation visits, the previous inspection Action Plan and the School Improvement Plan. However, as yet the senior management team has not fully developed their involvement in rigorous monitoring and evaluation. The headteacher carries a heavy burden of responsibilities. He is currently also the Literacy and physical education subject co-ordinators and also has taken responsibility for other subjects due to staff absence. This clearly impacts upon the time available to focus on the identified key issues for leadership and management and places a very heavy burden on one person.
65. At present neither senior roles nor the subject co-ordinator role are developed enough to support each other. But, there is an understanding of the need for the team to concentrate more deeply, over a sustained period of time, on a limited number of issues to enable data to be gathered, analysed and action planned and taken. Senior staff are keen to move to the next stage of developing their roles and acknowledge the need to become more focused, have an impact on key curriculum areas and support the staff and headteacher. The role of the foundation subject curriculum co-ordinators also requires development.
66. The management, by the special educational needs co-ordinator, of the provision for pupils with learning difficulties, is much improved, and is now good. The new Code of Practice has been successfully introduced. Pupils are identified quickly, through a variety of procedures, and placed on the special educational needs register, which the school has chosen to retain. Pupils are provided with individual education plans, which generally set clear targets for improvement. These plans are reviewed each term, with new targets being set if appropriate. The special educational needs co-ordinator keeps extensive records and the progress made by the pupils is carefully checked. The governor appointed to monitor the school's provision for pupils with special educational needs, carries out her work efficiently and thoughtfully.

67. The work of the Governing Body is excellent and is a strength of the school. The Chair of Governors is very astute and is well supported by key members on each committee. Those governors who chair committees have an excellent understanding of their roles and of the school's strengths and areas for development and are very effective in fulfilling their statutory duties. Pupils on the School Council are invited to make an input to governor meetings. Governors' sub-committees and working parties are well focused and effective and regularly report back to the main Governing Body. There is a shared commitment to continue the excellent work that has been undertaken particularly over the last year. Governors have a curriculum responsibility each and monitor and report back on key areas of the curriculum. Non subject areas such as equal opportunities, ethnicity and gender are monitored by governors although the monitoring of pupils whose mother tongue is not English requires further development. The Chair of Governors is now endeavouring to raise further awareness of less experienced governors by organising additional in-service training. The governors work very effectively with staff, parents, pupils, the Local Education Authority and community and are keen to support the raising of standards still further.
68. The financial management of the school is very good. It is also very efficiently and effectively supported and monitored by the Governing Body. This management is suitably supported by a most detailed school development plan, which fully addresses appropriate areas for school improvement. All funds, including specific grants, are carefully matched to the priorities that have been established in the plan, and they are very well used. There are clearly defined routines, which enable the headteacher and governors to monitor the deployment and use of resources. In this exercise the office manager plays a crucial role, in providing clear and helpful information to her colleagues. Best value principles are very well established and well used when measuring improvements in the quality of teaching and standards achieved, and when purchasing services and resources.
69. Day-to-day financial management and administration are also very good. Routine administrative procedures operate efficiently and unobtrusively. The office manager and administrative assistant give extensive and reliable support to both the headteacher and staff. Good use is made of information technology systems to maintain financial control and accountability. This administration effectively supports the smooth running of the school. Overall taking into account all relevant information the school provides good value for money.
70. There is a suitable match of teachers and support staff overall to the demands of the curriculum although currently there are some concerns about planning to meet the needs of children in the Foundation Stage. Learning support assistants work well and have a good grasp of their roles. Additionally, the school benefits from a good mix of experience in the staffing profile. The adequacy of staff to teach science is very good. Formal and informal in-service training has been effective in developing staffing expertise in information and communication technology.
71. The adequacy of classroom accommodation is satisfactory overall and better for the teaching of information and communication technology. The school benefits greatly from an extensive outside area, which includes four acres of woodland and the farm unit. This is an unusual and much valued part of the school and is central to the development of the school ethos. The caretaker and the cleaning team do a good job to keep the cleanliness of the school at its current standard and the parents' workshop has achieved much in the last few years in re-furbishing parts of the internal and external accommodation. However, some parts of the school remain shabby and appear cluttered with an excess of unnecessary resources. This has been a situation



noted in external reviews of the school for some length of time and is an issue for improvement. This impacts upon learning for instance by restricting the use of the floor for both sitting and working. The shabby appearance of parts of the school does not provide a positive statement to prospective new parents and pupils of how efficient and effective the school is. The adequacy of learning resources to teach the curriculum is good overall.

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

**In order to improve the quality of pupils' learning further, the headteacher, staff and governors should:**

1. improve the quality, accuracy and rigour of monitoring and evaluation of the work of the school by:
  - extending the role of the senior management team and subject co-ordinators in direct involvement in monitoring and evaluation procedures;
  - carrying out regular and rigorous evaluations of the quality of planning, teaching and learning using recognised criteria and using this information to inform subsequent planning.

*(paragraphs 60, 62, 64, 65)*
2. improve assessment procedures and the use of assessment information in subjects other than English and mathematics by;
  - extending assessment tasks and the use of the information gained to measure the progress made in the range of subjects throughout the school.

*(paragraphs 35, 50, 53, 61, 118, 127, 134, 146, 147, 161, 165, 171);*

**Minor issues the governors should also consider when drawing together the school action plan;**

- improve curriculum planning for children in the Foundation Stage of learning by ensuring planning and teaching more accurately reflects national guidance including the stepping stones to children's learning;  
*(paragraphs 23, 34, 62, 70, 72, 75)*
- improve the quality of the school's accommodation by implementing a rolling programme to improve the learning environment of the school and removing surplus resources.  
*(paragraphs 71, 77)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	57
Number of discussions with staff, governors, other adults and pupils	43

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	11	27	17	0	0	0
Percentage	4	19	47	30	0	0	0

*The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents almost two percentage point[s].*

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	260
Number of full-time pupils known to be eligible for free school meals	35

*FTE means full-time equivalent.*

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	51

English as an additional language	No of pupils
Number of pupils with English as an additional language	25

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	32
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	94.8
National comparative data	94.1

#### Unauthorised absence

	%
School data	0.6
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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	15	22	37

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	13	13	15
	Girls	17	21	21
	Total	30	34	36
Percentage of pupils at NC level 2 or above	School	81 (90)	92 (92)	97 (96)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	13	13	15
	Girls	20	21	22
	Total	33	34	37
Percentage of pupils at NC level 2 or above	School	89 (90)	92 (92)	100 (98)
	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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	22	21	43

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	19	20	21
	Girls	21	19	21
	Total	40	39	42
Percentage of pupils at NC level 4 or above	School	93 (95)	91 (82)	98 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A (92)	N/A (82)	N/A (100)
	National	73 (72)	74 (74)	82 (82)

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

***Ethnic background of pupils***

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
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
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

***Exclusions in the last school year***

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
207	0	0
0	0	0
6	0	0
4	0	0
0	0	0
1	0	0
2	0	0
27	0	0
7	0	0
0	0	0
0	0	0
0	0	0
2	0	0
1	0	0
2	0	0
1	0	0
0	0	0

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

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	26:1
Average class size	29

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

Total number of education support staff	7
Total aggregate hours worked per week	141

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	n/a
Number of pupils per qualified teacher	n/a
Total number of education support staff	n/a
Total aggregate hours worked per week	n/a
Number of pupils per FTE adult	n/a

*FTE means full-time equivalent.*

### **Financial information**

Financial year	2001-2002
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	£
Total income	594,361
Total expenditure	591,448
Expenditure per pupil	2,166
Balance brought forward from previous year	34,800
Balance carried forward to next year	37,713

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1.5
Number of teachers appointed to the school during the last two years	1.5

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

*FTE means full-time equivalent.*

## ***Results of the survey of parents and carers***

### **Questionnaire return rate**

Number of questionnaires sent out	266
Number of questionnaires returned	116

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	29	3	0	1
My child is making good progress in school.	51	42	6	1	0
Behaviour in the school is good.	42	54	2	0	2
My child gets the right amount of work to do at home.	29	47	16	4	4
The teaching is good.	54	39	3	0	4
I am kept well informed about how my child is getting on.	34	51	13	2	0
I would feel comfortable about approaching the school with questions or a problem.	71	22	3	3	1
The school expects my child to work hard and achieve his or her best.	62	31	3	3	1
The school works closely with parents.	51	39	8	2	0
The school is well led and managed.	50	41	3	3	3
The school is helping my child become mature and responsible.	55	37	3	2	3
The school provides an interesting range of activities outside lessons.	51	40	9	0	0

### **Summary of parents' and carers' responses**

Parents are generally very supportive of the school although some would like the giving of homework to be more systematic and more information about how their children are getting on.



## **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**

72. The provision for children in the Foundation Stage is satisfactory overall as is the quality of teaching and learning and there are several aspects that are good. Provision has improved slightly since the previous inspection when teaching methods for the under fives were judged to be unsatisfactory. However, more remains to be done to ensure provision best meets the needs of the youngest children and this is an area for improvement.
73. Children are admitted at the start of the term of their fifth birthday. The current intake of children has joined a mixed Reception and Year 1 class and those children admitted later in the year are taught in a separate Reception class. The termly admission arrangements mean that summer born children have only one term in Reception before they enter the Year 1 class. Children enter school with varied abilities and pre-school experiences. Overall, when they start the majority have average attainment in communication, language and literacy, in mathematical development, physical and creative development. Attainment in areas of personal and social development and in knowledge and understanding of the world is often above average for the age of the children. The progress the children make is satisfactory and they are on line to enter Year 1 having achieved the Early Learning Goals in all areas and usually exceeding them in personal and social development and knowledge and understanding of the world.
74. Children, including those with special educational needs make satisfactory progress and several children make good progress. Those children who enter the school speaking English as an additional language make broadly satisfactory progress although there is no mother tongue support and no specific programme to enhance their skills in speaking English. Whilst children with particular needs are often placed on the school's register of special educational need this is not entirely appropriate for those learning English as an additional language. However, these children receive general learning support which is of good quality.
75. Overall teaching is satisfactory and with some good features. Teaching and support staff work well together and provide a warm and friendly environment which ensures children make a happy start to school. Assessment procedures are satisfactory. Baseline assessments and ongoing monitoring are used appropriately to plan a range of activities. The previous inspection identified that planning was not securely based on national guidance for the age of the children and to some extent this is still the case. Planning and teaching do not always take sufficient account of the national guidance of the stepping stones towards the Early Learning Goals for the teaching of children in the Foundation Stage. Whilst planning indicates reference to the Early Learning Goals, in practice teaching often reflects the more formal base of the National Curriculum. This is not always appropriate for the age and experience of the youngest children. Conversely some free choice activities are not structured well enough to ensure they are purposeful.
76. Leadership and management of the Foundation Stage is satisfactory. In the temporary absence of the co-ordinator such responsibility has been assumed by the Key Stage 1 co-ordinator. However, over time the monitoring and evaluation of the quality of planning, teaching and learning for the youngest children has been ineffective in

identifying particular concerns. This is an issue for the school to address further. Links with parents are good.

77. The teacher of the mixed Reception / Year 1 class works hard to overcome the restrictions of the internal environment and provides an attractive and stimulating classroom. However, the very large amount of resources within the classroom limits the organisation of activities and the free flow of children around the area. There has been considerable improvement to the facilities for the children through the recent addition of an outdoor play area, which was identified as a need in the previous inspection. Whilst the area is not extensive when shared by two classes of children this now meets the need for physical play.

### **Personal, social and emotional development**

78. Children attain good standards of personal and social development by the time they reach Year 1. Teaching and the progress made are both good. Children are well behaved and polite and have a good awareness of simple class rules, which they obey readily. Children develop good listening skills and are prepared to listen carefully to each other and to adults. They make good progress in building up the ability to concentrate upon the tasks they are set and are effectively encouraged to do this by the good levels of support they are given. Children are increasingly prepared to take turns and to share resources; their social skills are developed further through role-play activities where they collaborate together, sharing ideas and opinions with growing confidence. During the inspection, the visit of a mother and her newly-born baby, gave children the opportunity to ask interesting questions about the care of the baby, and it also showed how careful and caring they were when they were close to the child. Good teaching and good relationships within the classroom help children become more independent and self-reliant; they work collaboratively together and tidy away their materials effectively when they complete their tasks. A suitable range of interesting learning experiences encourage children to make decisions for themselves and to take the initiative in some situations.

### **Communication, language and literacy**

79. Children make satisfactory progress and their attainment in language and literacy is in line with the expected level when they enter Year 1. Most children have well-developed skills in speaking and listening. They talk about their experiences with self-assurance and listen attentively to stories, engaging with characters and recalling story lines accurately. Most children enjoy books and handle them carefully. They know that words and pictures carry meaning. The above average and some average attaining children read simple texts confidently, recognising initial sounds and using pictorial cues to help them make sense of the text. They are happy to discuss their stories with adults and show a good grasp of the sequence of a story. Lower attaining children are less secure in their phonic understanding. Children with English as an additional language have insufficient targeted support to help them develop a full range of early reading strategies and vocabulary acquisition.
80. Children make satisfactory progress in developing an understanding of the functions of writing. Most recognise their own names and make efforts to write them independently. A few above average attaining pupils are writing in simple sentences. About fifty percent of Reception children form their letters clearly and most are able to sound out a word before attempting to write it phonetically. Spelling patterns and sentence construction show satisfactory progress overall. A minority of children are still developing their ability to size their letters consistently and to leave adequate spaces between their words.

When designing and writing appropriate messages on a "Thank-you" card to visitors, the majority of children are aware of what messages they need to write on the card; teachers and support staff are careful to model their expectations of the writing task set. Most of the children can make lists, for instance, in comparing what babies can do with their own abilities. Teaching is satisfactory and is focused upon the development of all the literacy skills and tasks set generally match children's needs and abilities, offering children suitable challenge overall.

### **Mathematical development**

81. Teaching is satisfactory in this area of learning, although activities are very closely related to the early stages of the National Curriculum and sometimes do not offer enough practical learning. Children make satisfactory progress and most achieve the Early Learning Goals by Year 1. The teacher is very positive and encouraging and children happily join in activities, for instance enjoying singing number rhymes such as 'Five little speckled frogs' with added actions. The teacher makes good use of the children to act as demonstrators when counting and checking the number of items. Most children are able to recite numbers in order from one to ten and some higher attaining children write numerals to at least 20. Some higher attaining children are able to re-call 'addition doubles' such as 5+5 and some number pairs with a total of ten. When the teacher points with a finger puppet to numbers on a number track several children enthusiastically count to 20 but struggle when counting back. Similarly when counting a given number of items children get ahead of the counting and some average and lower attaining children do not always realise their counting has to match the number of items. Recent work shows that children have average skills in making repeating patterns of shapes and that when taking part in a 'shapes hunt' are able to sort triangle, circles, rectangles and squares by their shape.

### **Knowledge and understanding of the world**

82. Children's attainment and their understanding of the world around them is above national expectations when they enter Year 1. When working with construction toys, they design and make wheeled vehicles, which they relate successfully to everyday examples they have seen around them. In their role-play area, they develop an awareness of how to care for smaller children and babies; they measure and weigh dolls and make good efforts to record their findings. A very good range of learning experiences were provided during the inspection when a health visitor, a nurse and a new mother and her baby visited the class; children were able to see how babies were dressed, fed, weighed and measured. Good planning enabled them to show a good awareness of growth and change over time and most children were able to record their observations effectively. Children asked apposite and interesting questions about the baby and showed a considerable degree of respect and care, treating the baby with great kindness and affection.
83. The school's farm, its animals, the woodland and the gardening plots provide valuable opportunities for children in the Foundation Stage to learn how to care for and respect living things and the environment. They are fully involved in this area of provision; they develop a good sense of responsibility and are well aware of the necessary health and safety requirements. Children also have regular access to computers although these were rarely seen in use during the inspection. Teaching in this area of provision is good; imaginative and stimulating experiences are planned which motivate children to enquire and investigate further. Children make good progress in their knowledge and understanding of the world.

## **Physical development**

84. Teaching in this area is satisfactory, which enables children to make sound progress and achieve appropriately for their age. In indoor activities children enjoy a suitable range of experiences to develop fine skills including pencil control and the ability to handle paintbrushes, glue sticks and scissors. They handle simple measuring equipment appropriately when using a variety of containers in the water tray. They connect pieces of construction kit appropriately to make a variety of simple models. Children enjoy using the recently completed outdoor play area. Many are able to confidently climb on and over the climbing frame in the shape of a house. They use a selection of play vehicles including tricycles and scooters with an average degree of control although occasionally lacking full awareness of the safety of other children. In simple outdoor mathematical activities children roll large dice and are able to perform the appropriate number of hops, jumps and other movements around the play area.

## **Creative development**

85. Teaching in this area is satisfactory and with some good features. This enables children to make satisfactory progress and achieve appropriately. When working on self-portraits planning is based upon the national guidance for pupils in Key Stage 1 and the tasks set for children in Reception are in some ways more demanding than for those in Year 1. The Reception group is able to cut or tear a simple range of papers and stick them in recognisable body shapes to represent themselves. Work on display shows children are able to paint pictures of their faces with reasonable skill and early awareness of the positioning of facial features. Children enjoy simple singing activities and happily join in a range of songs and action rhymes with average skill. They enjoy exploring sand; water and model making although these activities are somewhat limited by the small classroom space. In the classroom is a role-play 'medical centre' where the children enjoy taking on the role of dentist, nurse or receptionist. However, children are not often supported in these activities which could be structured to extend children's learning even further. A classroom computer is available for the children and they have used it to manoeuvre items around the screen to dress a teddy, although the computer was rarely seen in use in the inspection.

## **ENGLISH**

86. The results of the 2002 national tests for seven year old pupils are below the national average in reading and above the national average in writing, when compared with all schools and with similar schools. At the age of eleven, attainment in English was well above the national average in 2002, compared with all schools and with similar schools. These results show a considerable improvement since the last inspection. In lessons observed and work scrutinised, pupils in Key Stage 1 are achieving standards in line with national expectations. In Key Stage 2, they achieve standards which are above national expectations in all aspects of the curriculum. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.
87. The inspection findings are that standards in speaking and listening and in reading are satisfactory in Key Stage 1 and good in Key Stage 2. The quality of pupils' writing has improved recently because this has been targeted by the school in its improvement plan and its Literacy planning. This focus is having a positive impact upon standards achieved in writing which are now satisfactory in Key Stage 1 and good in Key Stage 2.

88. Pupils have a good range of opportunities to practise and develop their speaking and listening skills in lessons across the curriculum and in the school's provision for personal, social and health education. A meeting of the School Council observed during the inspection provided good evidence of confident and articulate contributions to the discussion about ways in which playground space might be re-arranged to accommodate particular activities. Pupils were concerned to ensure that all opinions were valued and considered fully and were prepared to expand upon their views to develop a meaningful dialogue. In Key Stage 1, the majority of pupils speak audibly and use a sound range of vocabulary. They are keen to remember and use subject specific vocabulary, and most use verbs and adjectives accurately. Above average and most average attaining pupils grow in confidence in expressing their ideas; they offer appropriate explanations in answers to questions and enjoy discussing the plot and characters in their storybooks.
89. By the end of Key Stage 2, most pupils can make informed contributions to class discussions and by Years 5 / 6 many offer extended responses. By the end of the key stage, most pupils are eager to become involved in class and group discussions and are prepared to talk about their work and views to teachers and visitors. Listening skills are satisfactory in Key Stage 1, where most pupils listen carefully to each other and to their teachers; however, there are a small minority of pupils who have limited concentration spans and they interfere with the learning of others. Key Stage 2 pupils have good listening skills and where questioning is stimulating and challenging, they participate well in lessons.
90. Standards of reading by the end of Key Stage 1 are satisfactory overall. By the end of the key stage, above average and some average attaining pupils attain good standards. They read fluently and with appropriate expression, using phonic, pictorial and contextual cues to help them tackle unfamiliar words. These pupils are articulate in discussing the characters in their storybooks, make sensible predictions of outcomes and recount stories accurately. Some average attainers and most below average attaining pupils can read their texts accurately, though their reading is often hesitant and lacking in expression. They use a limited number of reading strategies to help them move through the text. Most pupils are aware of the function of an author and an illustrator, they know how to recognise the title page and some can explain the purpose of an index. However, they have a limited range of library skills and are unclear of how to access information in a library. Pupils who have English as an additional language generally make satisfactory progress in developing their reading skills, though the levels of specific support to help them improve are currently limited.
91. Reading standards improve overall in Key Stage 2, especially among average and above average attaining pupils where good progress is made. They read fluently and accurately, using a good range of expression and, by the end of the key stage, the most proficient can recognise the purpose of literary and stylistic devices. These pupils are developing personal tastes for particular authors and genres of literature; they infer and deduct from their texts and most can skim and scan non-fiction texts competently. Less proficient readers have command of an appropriate range of reading strategies to ensure accuracy, but some are hesitant readers and do not always inject expression into their reading. Comprehension skills are good overall in Key Stage 2 and good planning ensures that pupils are exposed to a wide range of reading material in subjects across the curriculum. Parents are encouraged to become involved with their child's reading progress through the reading diary system; this is a positive means of sharing information and building up a meaningful home-school dialogue. At present, there is insufficient emphasis upon the whole-school development of information seeking and research skills through the use of information technology.

92. Inspection findings are that standards of writing are satisfactory by the end of Key Stage 1 and good by the end of Key Stage 2. In Key Stage 1, pupils have suitable opportunities to develop their writing skills in most areas of the curriculum and are challenged to write in different styles for a range of purposes and audiences. Key Stage 1 pupils record their learning in complete sentences and there are some good examples of the use of imaginative adjectives by the end of the key stage. Satisfactory progress is made by pupils of all abilities in writing extended stories and descriptions and sequencing skills are secure. Above average attaining pupils develop sound standards of spelling, punctuation and grammar and their work is suitably presented. However, a significant number of pupils have insecure standards of handwriting; letter formation, sizing and spacing present difficulties and there are uncertainties about the rules of punctuation. Many pupils are slow to develop a fluent joined script and there are variable standards in the presentation of work by pupils of all abilities. Whilst there are some opportunities to develop literacy skills across the curriculum more could be done in this area for instance by extending the opportunities for pupils in Key Stage 1 to record more of their work in science. However, there is evidence that the school's current focus upon improving standards of spelling and word level work is bearing fruit in improving standards.
93. In Key Stage 2, pupils make good progress in choosing an appropriate style of writing to suit a particular purpose and audience. They understand how to construct a piece of instructional writing, for example, on how to make friends or how to behave in challenging situations in the playground. They also produce book reviews; character sketches and play scripts. Good emphasis upon word level and sentence work enables pupils to structure their work logically and to develop and extend their vocabulary skills. Above average and many average attaining pupils make good progress as they mature; they produce good examples of creative writing, planning an interesting story line and developing a good literary style, sometimes in the style of an author, such as Anne Fines. This work is well presented, spelling is generally accurate and vocabulary is well chosen.
94. Pupils in Key Stage 2 make good progress overall. However, a minority of pupils do not make enough effort to produce work of good quality; they do not always use time well to complete tasks conscientiously and some examples of written work are brief, with sparsely developed points. Work on sentence structure is generally good and pupils extract relevant information from a text to use in their written responses, for instance on their work on the eruption of Vesuvius and the destruction of Pompeii. The quality of written work varies across the ability range at the end of Key Stage 2 and drafting and re-drafting skills require further development. However, the majority of pupils make good progress in their written work and produce well crafted and well planned pieces of extended writing in a variety of forms, such as persuasive writing. The school recognises that it has further work to do to improve standards of spelling, punctuation, presentation and handwriting and has already identified this as an area requiring attention.
95. Pupils make good progress in their oral work in both key stages. Reading skills are appropriately extended, especially when pupils are exposed to interesting reading material and when they are dealing with a topic which has cross-curricular dimensions. Pupils with special educational needs are well provided with suitably adapted tasks to address specific areas of difficulty; this good practice is particularly evident in some Year 5 / 6 classes. Pupils who have English as an additional language are not provided with sufficient support, especially in Key Stage 1. Teachers and support staff plan as a

team to address areas requiring reinforcement, so most pupils with special educational needs make good progress.

96. The pupils' response to literacy lessons is positive and enthusiastic. They are eager to contribute to class and group discussions. The vast majority of pupils concentrate and persevere to overcome their difficulties, especially when work is well matched to their abilities, is suitably challenging and has clear learning objectives. Relationships between teachers and pupils are friendly and mutually respectful; pupils collaborate well together and know that their contributions in the classroom are valued.
97. Teaching in English is satisfactory in Key Stage 1 and good in Key Stage 2. Lessons are thoughtfully planned and in Key Stage 2 are often delivered at a brisk pace. Pupils are made aware of learning objectives and the use of a range of teaching strategies and activities sustain pupils' concentration and their involvement in the lesson. Teachers question pupils to good purpose and their good subject knowledge is effectively used to reinforce and consolidate learning. Marking of pupils' work is of good quality; the "bubble and block" system of marking is well used to ensure that pupils know what they need to do next in order to raise their standards of achievement. Initiatives to encourage pupils to evaluate their own performance and to identify ways in which they could improve their work are developing effectively and pupils are learning how to take greater responsibility for their own learning.
98. Resources are satisfactory in quality and quantity. Suitable materials have been purchased to deliver the literacy scheme and there is an adequate range of literature to represent the major genres of written English. Library resources are satisfactory overall, though there are gaps in the range of classical texts which pupils could access to encourage wider and more informed reading. Information and communication technology resources are satisfactory but are currently insufficiently used to encourage pupils to redraft their written work and improve its presentation.
99. Leadership and management of the subject are good. The literacy co-ordinator has produced an appropriate policy and scheme of work. Linked governors are well informed about standards achieved and progress made in this area of the curriculum; they visit classes and receive progress reports and are active in ensuring that set targets are met. Monitoring procedures are good and include the scrutiny of teachers' planning and of pupils' written work. However, monitoring lacks rigour and does not sufficiently identify the strengths and the weaknesses which need to be addressed. The need to improve the quality of pupils' writing has been well identified and a range of strategies to raise standards have been introduced to good effect. Assessments are well focused upon the development of the basic skills in literacy across the key stages. However, the staff are aware of the need to ensure that they continue to focus upon individual needs and difficulties on a systematic basis to inform teachers' planning of future work, especially where pupils who have English as a second language are concerned.

## **MATHEMATICS**

100. Inspection findings are that standards at the end of Year 2 are above national expectations, and at the end of Year 6 they are well above national expectations. Pupils are making good progress in Year 1 and Year 2, and very good progress in Year 3 to Year 6. Pupils with special educational needs and English as an additional language are making similar progress to other pupils. No difference was noted between the performances of girls and boys. In the national tests in 2002, the school's results were

well above average at the end of both Year 2 and Year 6 in comparison to all schools and when compared to those with similar features. Current standards in Year 2 do not represent a fall in provision or performance, but rather reflect the variations that very often occur between different groups of pupils. At the time of the school's previous inspection, standards were reported to have been below the national average at the end of both Year 2 and Year 6. Very significant improvements have taken place since that time.

101. By the end of Year 2, pupils successfully carry out a range of practical and problem solving activities, and higher attaining pupils confidently try to discover their own ways to find solutions. This is an improvement since the previous inspection. Pupils are confident in handling numbers, and they have a clear understanding of addition and subtraction. They know the multiplication facts relating to 2, 5 and 10, and most undertake a range of multiplication and division exercises accordingly. They have a clear understanding of place value to three figures, and they recognise odd and even numbers. They successfully identify halves and quarters, and many find a fraction of a whole number. Pupils confidently carry out addition and subtraction of money, in the context of shopping bills. Most pupils correctly identify two and three-dimensional shapes and reflective symmetry, and they have a good understanding of time on the hour and half-hour. In measuring activities, most pupils are able to confidently use both standard and non-standard units of measure. Pupils successfully collect data, such as their favourite pets, and they carefully represent their findings in bar graphs.
102. By the end of Year 6, most pupils successfully develop their own strategies for solving problems. They readily identify the information they need, and they draw their own conclusions from their work. Pupils confidently undertake work in addition and subtraction, as well as in a range of multiplication and division forms. They have a clear knowledge of place value to seven figures, and most pupils are confident in saying the times-tables, and in quickly recalling individual multiplication and division facts to 10x10. Pupils have been introduced to decimals, to two and three places, and most use them confidently in addition and subtraction, as well as in the context of measurement and money. Most pupils have a clear understanding of fractions, and they readily identify equivalent fractions and reduce a fraction to its lowest terms. Pupils use and interpret co-ordinates in the first quadrant. They name a range of angles, including acute, obtuse and reflex angles and many are able to identify and calculate perimeters and areas of regular and compound shapes, using an appropriate formula when required.
103. Most older pupils recognise both metric and imperial measures, and many successfully convert one to the other. This is an improvement since the last inspection. Many readily compare two simple distributions, confidently identifying, for example, the range and median. Pupils collect data on a variety of issues, such as on their favourite foods, and they successfully produce a range of graphs to display their findings. They then confidently interpret information that is contained in the graphs. Most pupils understand the concept of probability, and they confidently use the appropriate terminology to describe their observations.
104. The quality of teaching and learning is good, in Year 1 and Year 2. Overall, in Year 3 to Year 6 it is very good. This is a significant improvement since the previous report. Lessons are carefully planned, based on the pattern of the National Numeracy framework. In particular, teachers make most careful allowance for the provision of practical and problem solving activities. They are now also careful to ensure that all pupils receive work that is suited to their particular needs. All teachers make good use of mental activities, at the beginning of lessons, and they are also aware of the need to



continue to extend pupils' mathematical vocabulary, and they are careful to address this issue during lessons.

105. Teachers have good subject knowledge, provide clear instruction and give much well directed support throughout. Lessons are brisk in pace, pupils are kept busy and much help and support is provided, with the result that pupils make at least good gains in their overall mathematical ability. Where teaching is very good, in Year 3 to Year 6, and where subject knowledge is particularly secure, a wide variety of stimulating methods are used to instruct the pupils, challenging activities are provided and expectations are high, and they make very good progress. Pupils throughout the school clearly enjoy the work, in particular the mental activities. They settle to their written and practical tasks with interest and enthusiasm, they work well with other pupils when required and they make considerable efforts to accomplish their tasks. Pupils are almost always well behaved, and this enables them to concentrate well and make suitable progress. Teachers hold most appropriate review sessions at the end of lessons, to check pupils' understanding and celebrate some of the work done. Many pupils take care with the appearance of their work, although some are less careful. Teachers mark pupils' work promptly, but, although some teachers provide regular comments of advice or praise, others do not carry out the practice consistently.
106. The school utilises the National Numeracy document, as its scheme of work, with the staff making appropriate additions where they believe they are needed. Teachers use the scheme well to produce good quality planning. The National Numeracy Strategy itself has been implemented very effectively, and high standards are now being achieved. Assessment procedures have improved since the time of the last inspection, and are now good. They are being used effectively to identify pupils' current attainment and progress, and to provide work that is suited to their particular needs. Many pupils find mathematics an exciting subject, and the excitement generated, when, for example, identifying solutions to problems, although not planned, helps develop pupils' spiritual awareness. Mathematics is now also used appropriately in other subjects, such as science and design and technology, and suitable use is made of information and communication technology, to further develop pupils' mathematical skills.
107. The subject co-ordinator is enthusiastic and well informed and provides very good leadership and management of the subject. She carefully monitors work being undertaken in the school, and on occasions she also supports her colleagues in their classrooms. Through carefully studying samples of work, as well as test results, she has identified, and helped address, weaknesses in pupils' performance. She has, therefore, played a very important role both in helping the school to improve its overall provision for mathematics, and in achieving its current high standards.

## **SCIENCE**

108. The results of the 2002 National Curriculum tests for seven and eleven year olds show that pupils' attainment in science was well above the average for schools nationally and when standards are compared to schools with similar features. The proportion of pupils achieving the higher Level 3+ and Level 5+ at Key Stage 1 and Key Stage 2 respectively was well above the national results and the results of similar schools. In Key Stage 2 a very small proportion of pupils achieved a very high Level 6 which indicates that staff in Key Stage 2 have high expectations of what the pupils can achieve. The results of Key Stage 2 pupils exceeded the national average for their age by two terms.

109. Inspection findings are that standards in Key Stage 1 are average and that progress is satisfactory. However, not enough time is available to teach the full science curriculum especially in Key Stage 1 and this currently limits the progress made. But standards improve in Key Stage 2, and are above average, and progress is good. These findings show that standards have improved considerably since the previous inspection when attainment was below average in both key stages. Attainment has risen markedly over the last two years. The reasons for the improvements include the introduction of the national guidance for curriculum planning, sharper target setting in Years 5 / 6, improved teaching at Key Stage 2 and focused 'booster' work with the older pupils. With increased focus and greater continuity in key areas staff are confident that the quality of learning and pupil standards could rise still further. Inspection evidence also indicates that the standards are likely to be at least maintained into the future.
110. By the age of seven pupils have a satisfactory understanding of life processes and living things through their study of the physical similarities and differences between the pupils in the class. Pupils have collected a range of data about themselves. They learn about their senses and use these for instance to identify flavours of crisps. They correctly identify the main body parts. Pupils in Key Stage 1 are able to identify components of a healthy lunch. However, there is a limited amount of work recently recorded in other areas of learning. Inspection findings generally indicate that recent teacher assessments at the end of Key Stage 1 have been generous as there are currently relatively few pupils on line to achieve the higher levels at the end of Year 2.
111. By the age of eleven, most pupils have a secure and often high level of scientific knowledge across most aspects of the subject. Pupils are very clear about the processes of condensation and evaporation and are aware of factors that influence change. The terms liquids, gas and solids are used well. They have experienced, and express with confidence, learning associated with electrical circuits and variances on the theme such as adding additional bulbs or using thicker wire. Year 6 pupils confidently explain about friction and gravitational forces as well as showing good knowledge regarding the habitats, life cycles and food chains of living things. Pupils recognise the functions of major body organs and their position in the body. A Year 3 / 4 lesson involved children confidently exploring magnetism and testing thoughts related to the size of magnet and the amount of paper clips it might attract. There is a clear focus on using and applying scientific knowledge and understanding of science at both key stages. They are well aware of the need for fair testing and enjoy predicting outcomes and testing them.
112. Pupils enjoy science and have very good attitudes to it. By Year 6 pupils confidently discuss their prior learning and are enthusiastic to explore and share ideas. The practical opportunities for learning at both key stages have a very positive impact on pupils' attitudes, behaviour and learning. This enables pupils to use the knowledge they already have with confidence when approaching new work or assessments.
113. The teaching of science is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers' knowledge and understanding of the subject are good as are their expectations of what the pupils can achieve particularly in Key Stage 2. Pupils remember their previous work well and apply this well in lessons. The quality of teachers' planning varies across the key stages. In the best examples in Key Stage 2, clear objectives are set, different activities are organised for groups of pupils, key vocabulary and assessment opportunities are noted and discussion time is identified with expected outcomes. Sometimes lessons carry over two or more sessions and the school is beginning to wisely consider whether 'blocking' time over a day or half day might be more productive. The good targeted use of the learning assistants helps raise

standards further. They ensure pupils are aware of the key points, are well focused and encouraged and confident to venture ideas and thoughts. Their relationship with the pupils is often excellent.

114. No science lesson was timetabled at Key Stage 1 during the inspection but interviews with pupils and evaluation of recent work indicate that the quality of teaching is satisfactory. However, a limited amount of work has recently been completed in Key Stage 1 and this will make it difficult for the school to ensure that all aspects of the curriculum are covered in sufficient depth.
115. At Key Stage 2 the quality of teaching is good with some very good and excellent examples seen. In the best lessons teachers plan with a clear focus, and clear expected outcomes. Teachers use the pupils' prior knowledge well to link in with the new lesson topic and give ample time for thought, ideas and pupils' hypotheses to be explored. One excellent example in an upper junior class included the teacher using a real life problem to engage the pupils' interest in solving the problem together. The range of ideas related to evaporation and the drying of materials that came from the class to solve the concern was impressive and showed that they had seen a clear link between their intended learning and real life situations. The teachers' use of information and communication technology and other visual stimulus further enhanced the opportunities for pupils of all abilities and learning styles to access the key points of the lesson. Skilled use of questioning, clear expectations of behaviour and a very powerful relationship between adults and pupils and pupil to pupil ensured that the teaching provided excellent opportunities for pupils to learn and enjoy their experience.
116. Pupils at both key stages have experience of using tables, charts and graphs to represent data and learning. The interpretation of the data is better at Key Stage 2. The marking of pupils' work is not consistent and does not always support further learning. Homework is set in science, especially in Year 2 and Year 6 leading up to the national tests but elsewhere this is not consistently used to raise awareness and consolidate learning.
117. Leadership and management of the subject are satisfactory with some areas of strength and others for further development. The subject co-ordinator is knowledgeable and very enthusiastic and supports colleagues well. The co-ordinator had had release time to ensure that the national guidance has been implemented across the school and the focus for the next monitoring is to be 'writing'. The intention is to check consistency in marking, pupils' work and the use of key vocabulary. Whilst the co-ordinator is aware of how science can support, and be supported by, other subjects, monitoring is not sufficiently developed enough to gain a clear picture of current practice and plan for the future. A monitoring timetable has been drawn up but current procedures lack rigour in identifying areas for further improvement and have not been specific enough to indicate whether the restricted time available particularly in Key Stage 1 affects standards.
118. The school has identified the need to review the two-year rolling programme of work. The science co-ordinator is considering how assessment procedures aligned to national guidance will support future work. There is a clear goal, shared by other staff and governors, that the excellent natural resources available to the school in their grounds and farm unit are used more to support the scientific curriculum and other subjects. An Animal Club currently exists which staff, parents and children run and which is much appreciated by those involved. The Club has featured on local and national television and is a major asset to the school and community.

119. The school has identified a need to extend information and communications technology resources so that sensors can be used to gather data to support scientific exploration and data collection and analysis. There has been limited in-service training in science recently but the co-ordinator had visited a science 'beacon' school and her expectations have been raised and she is well able to help the school further raise the standards.

## **ART AND DESIGN**

120. Evidence from lesson observations, some topic portfolios and the range of pupils' work which is displayed throughout the school, indicates that by the end of both key stages, attainment is in line with that expected from pupils at these ages. This was also the position during the last inspection. Progress throughout the school is broadly satisfactory. However, the development of the subject has been of low priority since the previous inspection and whilst there are some attractive items of drawing and painting there is only limited evidence of large, bold, imaginative and individual work including that in two and three dimensions.
121. Within Key Stage 1, pupils satisfactorily explore the range of colours that can be created by mixing paint and they investigate the textures that they can achieve through using different materials to produce collages. Pupils display good observational skills in their self-portrait work, showing interesting selections of colour and a sound sense of perspective. They make some use of examples of works by van Gogh and other artists to experiment with the use of pointillism in their self-portraits and they use pastels to achieve desired effects, such as blending and smudging, effectively comparing the effects they create with blocking colours. Display work by Key Stage 1 pupils shows some interesting and colourful work in extending pictures by Hundertwasser; they make good use of colour and effectively develop the geometrical patterns associated with his work.
122. Key Stage 2 pupils build satisfactorily upon the skills and techniques developed in previous years and learn to develop a further range of skills. In Years 3 / 4 pupils make useful links with their work in history to design Celtic patterns and mosaics on paper plates, though the designs are limited in range and could have been improved with further research. A portfolio of poems, painting and collage on the theme of weather shows some imaginative use of cotton wool and tissue paper to add texture to paintings of the sun, rain and clouds. The school's focus on care for the environment encourages pupils to produce some well observed paintings of the view from their classroom window; several of these examples on display show a sound sense of perspective and experimentation with ways in which leaves and trees can be represented. Pupils have also investigated patterns in nature by examining the structure of leaves.
123. Key Stage 2 pupils have good opportunities to consider the work and techniques of other artists, such as van Gogh; they make acute observations on his use of colour and are encouraged to experiment with the stippling effect which he employed. Some above average attaining pupils discover that stippling can be effectively achieved by using crayon as well as paint. However, pupils have limited opportunities to work with a sufficiently wide range of media and different techniques and styles and this hinders the progressive development of their skills and techniques. In Years 5 / 6, pupils make satisfactory links with the history curriculum in producing small clay seals in the style of the Indus Valley civilisation; some of these contain very detailed designs, but the message being conveyed is not always clear. Pupils who paint in the style of Lowry have generally successfully caught the starkness of his style and a few have produced

good examples of the matchstick people and the cavernous buildings of his environment.

124. Some good examples of charcoal and pastel line drawings of animal skulls and of the school's sheep and peacocks show that some pupils are developing good observational skills. They are working carefully to achieve accuracy in line and tone and are keen to experiment with the different effects they can achieve. However, still life work and designing a composition of objects shows that pupils are not secure in arranging their chosen objects to provide contrasts between shape and colour and they are unsure of how to use background to draw their composition together. Pupils have used the illustrations of Jan Pienkowski to produce some sound work in designing a composition using silhouettes on a marbled background.
125. Teaching in both key stages is satisfactory although often better in Key Stage 2 where teachers have higher expectations of their pupils' effort and achievement. In the most successful lessons teachers instigate good discussion regarding design and possible techniques; they encourage pupils to think about the benefits of sketching before using colour and how to use different techniques, such as smudging pastels for effect. Skilful questioning, suitable planning and use of resources support learning effectively. Key skills are reinforced and important thinking, speaking and listening skills are being developed. However, in Key Stage 1 staff miss the opportunities to examine the strategies and techniques used by well known artists when pupils are producing self portraits in different styles. Staff also miss opportunities to demonstrate to pupils how to improve their techniques.
126. Pupils' response during lessons is generally good; most work with interest and pay attention to detail. They talk about their work confidently and some are well involved in evaluation of their own work and that of other pupils so that they can make improvements. They use resources sensibly, overall, and are keen to experiment with different techniques to vary the effect they achieve. Through the study of art pupils extend their cultural understanding in a satisfactory manner.
127. Leadership and management of the subject are broadly satisfactory although during her absence no other member of staff has specific responsibility for developing the subject further. Resources are of good quality and adequate in quantity. However, pupils do not have access to a sufficiently wide range of materials to develop their skills in art and design in areas other than painting and sketching. The art co-ordinator has developed a satisfactory policy and scheme of work, which ensures that the requirements of the National Curriculum are met and that the knowledge, skills and concepts in both key stages are systematically developed. However, because pupils work with a limited range of media, the art and design curriculum lacks appropriate breadth and balance. There is no levelled and annotated portfolio of pupils' work to ensure that teachers are all aware of common expectations. Assessment of pupils' work is informal and does not fully ensure that it informs teachers' planning of future work. Systems for monitoring the quality of teaching and learning are not yet in place.

## **DESIGN AND TECHNOLOGY**

128. Standards at the age of seven and eleven are broadly in line with national expectations, which maintain the findings of the previous inspection. However, as at the previous inspection, design and technology is not a high priority in school and only limited evidence was available of recent work, particularly in the designing and evaluation strands of the curriculum. No specific design and technology activities were planned

during the inspection and the subject co-ordinator was absent from school. Therefore judgements are largely based upon recent samples of pupils' work and photographic evidence. All pupils, including those with higher attainment, those speaking English as an additional language and those with special educational needs make satisfactory progress as they move through the school. There is no difference in the attainment of boys and girls and the achievement of most pupils in making a variety of items is satisfactory.

129. The sample of recent work indicates that pupils in both key stages have few opportunities to investigate, develop, plan and communicate their design ideas. There is only limited evidence of planning tasks where pupils consider their own ideas for making a given product. Pupils have largely made a range of items to a given specification with few opportunities for them to make individual choices in the design stage or in the materials or tools to use. Throughout the school pupils have the opportunity to take part in a suitable range of food technology activities. Parents and pupils speak enthusiastically of the success of these activities.
130. The making skills of pupils throughout the school are satisfactory. Pupils are able to use basic tools, equipment, materials and components in the making of simple products. In Key Stage 1, pupils make satisfactory paper bag masks from which they cut out shapes for their eyes and mouth and to which they stick on or paint decorations. These include parts of paper plates, pipe cleaners and bottle tops to make the masks appear as a tiger, pig or other animal. Pupils also make a satisfactory range of hand puppets using a paper envelope base to which they again add decorations to make into a clown character. They make simple Diwali pots using clay, showing an average degree of skill in shaping the clay and using simple tools to decorate the surface of their pot. Slightly better progress is made when pupils carry out a more demanding task to make toy roundabouts using a bobbin and string to make a winding mechanism that makes the roundabout turn around.
131. In Key Stage 2 pupils extend their skills in making a range of products in a satisfactory manner although some of the skills are of a very traditional style and the organisation of tasks suggests pupils are rarely allowed to pursue their own ideas or use their imagination. In Years 3 / 4 pupils make satisfactory progress in joining materials and in decorative methods when making a simple range of purses using Binca material and sewing techniques including decorative cross stitch. Pupils also make a satisfactory range of torches using simple electrical circuits. Slightly better progress is made when pupils work together in small groups to make pop-up storybooks. Here they make good use of information and communications technology to produce their stories to which they add different pop-up mechanisms to make parts of the pages move. In Years 5 / 6 pupils also make satisfactory progress in making skills when producing a range of masks for a school production, and when decorating plates in canal art styles and making sections of a quilt for a baby. However, again particularly in the mask work the use of moulds and templates shows little evidence of the design element being at the forefront of such work.
132. There is only limited evidence of the pupils evaluating their own work. Pupils have too few opportunities to critically review what has worked well and what needs improvement. Where this work is undertaken, evaluations are mainly through discussion and rarely recorded and this limits the development of critical writing styles and the pupils' recall of activities to aid future work. Although there are some informal cultural links in the area of food technology, more could be done to extend pupils' social, moral and cultural development in the planning of the subject.

133. The quality of teaching and learning is broadly satisfactory in both key stages. Staff provide sufficient guidance on the development of a simple range of making skills to enable the pupils to move forward in their learning. But the planning of lessons is not fully effective in prioritising and developing the skills of designing and evaluation. On too many occasions staff have narrowed the range of activities undertaken.
134. The leadership and management of the subject are broadly satisfactory given the low priority placed on the development of the subject across the school. The subject co-ordinator has supported the adoption of national guidance for curriculum planning which has ensured a suitable framework for teaching although the emphasis the school places on the different aspects of the curriculum requires review. The co-ordinator supports colleagues informally and has assembled an album of photographic evidence of recent work. However, this is not dated or annotated and of limited use as an assessment tool. Assessment in the subject is under-developed, as is the monitoring of teaching and learning. This has had only limited effect in identifying weaknesses in the subject and is unsatisfactory. The school does not make enough use of information and communication technology to support learning in the design process. Other resources are satisfactory.

## GEOGRAPHY

135. Standards in geography are in line with national expectations at the end of both key stages and these have been maintained since the previous inspection. Pupils, including those with special educational needs and those speaking English as an additional language, make satisfactory progress throughout the school. There are no significant differences in the attainment of boys and girls. Pupils receive a sound range of experiences and activities to increase their awareness and understanding of the local environment, reasons for settlement and environmental change.
136. In Key Stage 1, pupils gain a satisfactory understanding of their local area. They visit the local shops and examine the use of amenities in the locality. They understand how to read simple maps on a walk around Edwalton, identifying the post office, school, church and park. In the park they look at the position of the play equipment and discuss how the amenity might be improved. They compare life in a contrasting locality such as Scotland, through the stories of Katie Morag and gain a simple understanding of different places in the world through the travels of Barnaby Bear.
137. In Key Stage 2, pupils geography skills develop satisfactorily and pupils know that lakes, springs, streams and glaciers form sources of rivers. They are uncertain, however, of the difference between an estuary and a delta. They successfully locate rivers on a world map and identify some of the countries they flow through. Pupils understand many of the different uses of water and the environmental issues concerning conservation and flooding. They discuss issues about drought around the world and its impact on human life. They have satisfactory knowledge and understanding of different localities in the world, such as in Asia and Europe, and compare them to their own. Pupils develop satisfactory mapping skills through the use of globes, atlases and road maps but are less secure about using Ordnance Survey maps. They plot the length of rivers using grids and co-ordinates. Maps around the school enhance general knowledge of the world, for example, when balloons are released at the Summer Fair and the places, where they land, are then plotted on a large map. Pupils discuss issues of local significance such as the closing to traffic of a road in West Bridgford and its impact on the local community. These experiences make a significant contribution to pupils' social, moral and cultural development.
138. Teaching and learning are satisfactory overall in both key stages. Teaching assistants are used wisely to support lower attaining pupils. The curriculum is broad and balanced and is based on national guidelines. It is planned on a two-year cycle to ensure that pupils in mixed age classes do not repeat the same work in the second year. It contains all the required elements and good emphasis is given to local study and fieldwork. Useful visits are made to the local area for fieldwork, including a visit to a sewage farm during a study of water.
139. Good links are made to environmental education, but the school grounds, including its own four-acre ancient woodland is currently under-used. A weather station located in the school grounds has not been used for some time. These are important resources, which are not fully exploited in order to enhance pupils' learning opportunities. There are good cross-curricular links with, for example science, information and communication technology and personal development. In history, work on volcanoes in Years 3 / 4 is linked to the recent eruption of Mount Etna and the ancient city of Pompeii. Attractive displays around the school provide a useful stimulus for pupils and effectively support learning. Pupils talk about their work in geography with enthusiasm and have good recall of the activities completed. Their attitudes to the subject are good and they listen politely to the contributions of others in lessons.



140. The management of the subject is satisfactory overall. Two part-time teachers share the co-ordinator's role and work effectively together. They have a good overview of the subject and recognise the need to develop manageable assessment strategies in order to improve standards in geography. Monitoring of teaching and learning through lesson observations is not yet in place so the co-ordinators do not as yet have a clear understanding of the strengths and weaknesses of the subject. Resources are of satisfactory quality and range.

## **HISTORY**

141. Standards in history are in line with national expectations by the end of both key stages and these have been maintained since the previous inspection. Pupils, including those with special educational needs and those speaking English as an additional language, make satisfactory progress throughout the school, steadily building up their knowledge about earlier times. There is no significant difference in the attainment of boys and girls.
142. By the end of Key Stage 1, pupils have satisfactory knowledge of famous people such as Louis Braille and his legacy of the Braille alphabet to blind people today. They compare and contrast nursing in the past with present day practices and learn about Florence Nightingale and Mary Seacole and the different ways they were represented in history. However, pupils' understanding of when these events occurred and of chronology are very variable. They are able to compare and contrast their own lives with those of their parents and grandparents and begin to understand the nature of change in the local area.
143. At Key Stage 2, pupils in Years 3 / 4 have satisfactory understanding of historical periods and events such as Invaders and Settlers. They have average understanding of the main reasons for the Roman invasion of Britain and why the Celts reacted to the invasion as they did. They write reasonable eyewitness accounts of the invasion and read the story of Boudicca's revolt. They empathise with the characters and this makes an important contribution to their personal development. They study the life-style of the Romans and have satisfactory understanding of the legacy of Rome particularly with reference to Roman roads in the Nottingham area. In Year 5 and Year 6, pupils have average understanding of the civilisation of the Indus Valley and the reasons for its decline. They learn about the Victorians and use local census information appropriately to find out about occupations and lifestyles in 1851 and they compare the villages of Edwalton and West Bridgford over a hundred and fifty years ago. They learn about life during the Second World War and dress up and act out the parts of evacuees with a visiting drama group.
144. The study of history is enhanced by visitors as well as by visits to places of interest such as Eden Camp and the local area. Good cross-curricular links are made with English in both key stages, such as in the use of historical stories in literacy sessions and in art, when pupils make seals from clay, modelled on those found in the Indus Valley and patterns designed in a Celtic style. However, throughout both key stages more emphasis could be placed on the development of chronology and research skills.
145. Teaching and learning are satisfactory overall in both key stages. Teachers plan their work well and the requirements of the National Curriculum are fully met within a two yearly cycle of topics. This ensures that pupils in mixed age classes do not repeat the same work in their second year. Teaching assistants are used effectively to support lower attaining pupils. Pupils enjoy the subject and have good attitudes. They listen

courteously to each other's comments and contributions and respond well to the activities set. As a result they learn well.

146. Satisfactory use is made of information and communication technology to support work in the subject. Displays, some interactive, are found in all classrooms and provide a useful stimulus for pupils and effectively support learning. There was no evidence, however, of any time-lines around the school to enable pupils to build up a thorough understanding of chronology. Assessment procedures are unsatisfactory. There is no systematic approach to the assessment and recording of pupils' attainment and progress so that teachers do not have a sufficiently clear understanding of what pupils can and cannot do. As a result, tasks are not always specifically matched to the needs of individuals and groups of pupils. History makes a satisfactory contribution to pupils' cultural development.
147. The co-ordinator has good knowledge and understanding and provides the subject with satisfactory leadership and management overall. She recognises the need to develop manageable assessment strategies in order to improve standards in history. Monitoring of teaching and learning through lesson observations is not yet in place so the co-ordinator does not have a clear picture of the strengths and weaknesses of the subject. Resources, which are stored centrally, are satisfactory in terms of quality, quantity and range and cover each of the study units.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

148. Standards by the end of both Year 2 and Year 6 are in line with national expectations. Pupils, including those with special educational needs and those speaking English as an additional language, are now making good progress. There is no difference in the performance of boys and girls. At the time of the school's previous inspection standards were reported to be below those expected. Significant improvements have been made since that time.
149. By the end of Year 2, pupils achieve satisfactory standards in all aspects of the curriculum. They confidently name items of computer equipment such as screen, mouse and keyboard and successfully use a keyboard to type text including their names and short sentences. Pupils also confidently produce poems about their 'Mums and Dads'. They readily place gaps between words using the space bar, and most pupils are able to introduce capital letters and full stops into their writing. Using an appropriate art package pupils produce an interesting range of pictures, such as those of houses and themselves. They also successfully use the 'flood-fill' facility to produce most colourful pictures of Elmer the elephant. Pupils confidently and independently access the menu to print or store their finished work. Pupils give instructions to a floor turtle to produce straight-line movements over varying distances. They successfully undertake simple modelling activities, exploring aspects of real and imaginary situations presented on the screen.
150. By the end of Year 6, pupils show sound skills in word processing, being confident in changing the font, colour and the size of their work. Older pupils successfully move portions of text from one place to another. They use the mouse accurately to help produce various forms of illustration, and successfully merge this work into their writing, such as when pupils in Years 5 / 6 produced detailed work on the water cycle. Pupils successfully develop their control skills, using a screen turtle to produce a range of straight line and turning movements, following a set course or producing their own patterns. They further develop these skills when using a computer to control lights.

151. Many pupils confidently access the Internet, as well as a range of CD ROMs, to provide a variety of information for subjects such as history and geography. For example, pupils in Year 3 / 4 undertook work about the Romans and the pupils in Years 5 / 6 produced most interesting multi-media presentations about the inhabitants of the Indus Valley. Pupils recognise patterns and relationships in; for example, adventure games, and they confidently predict the outcome of different decisions. Pupils further improve their modelling skills through successfully producing a range of spreadsheets, for instance when undertaking work on shopping. Pupils are showing increasing confidence in sending electronic mail but, at present, have limited opportunities to develop their skills in monitoring external events.
152. The overall quality of teaching and learning is good. This is an improvement since the previous inspection. Teachers throughout the school are enthusiastic towards information and communication technology, and now that resources have improved, particularly in the computer suite, staff are able to provide regular opportunities for pupils to use computers. A number of teachers readily admit to some previous lack of confidence in teaching the subject, but through careful preparation of lessons teachers are now providing pupils with most appropriate learning experiences. They provide clear and careful instructions on how to use various items of hardware, as well as word processing and art packages and all pupils are able to make good gains in their computer skills. Pupils respond by showing good and sometimes very good attitudes to the subject and behaving well. They generally listen carefully and settle well to all tasks, with good levels of concentration and developing levels of skill. Pupils clearly enjoy the subject and they work well, both alone and with a partner when necessary. Relationships are usually very good, and pupils ask adults for help when required. They share computers amicably, and are careful in their use of all forms of equipment. Very occasionally, a small number of pupils show less attention to their teacher and then they are uncertain about what they are required to do. Teachers and teaching assistants provide appropriate help and advice throughout enabling the pupils to make steady progress.
153. The school has an appropriate, and much improved, scheme of work, based on recognised curriculum guidelines, with additional plans having been added about its implementation in the school. Leadership and management of the subject are good. The co-ordinator has only just joined the school, but she is very knowledgeable and enthusiastic and she has worked hard to enhance the overall provision. In this she has been well supported by the previous co-ordinator, and together they have contributed significantly to the improvement now being seen. The school has adequate procedures to support Internet security.
154. Assessment procedures are satisfactory, and much improved and suitable information is now being collected to enable staff to identify pupils' current understanding. The work being undertaken in word-processing is making a useful contribution towards enhancing pupils' literacy skills. Through the collection of data, and its presentation, for example in the form of graphs and pictograms, as well as its use in lessons, information and communication technology is having a significant effect on the development of numeracy skills. Information and communication technology is also contributing to other subjects, such as geography and history, and is further enhancing pupils' knowledge and understanding in those subjects. At present, however, little use is being made of the subject in design and technology. Many pupils find the use of computers exciting and the excitement generated, such as when producing various images on the screen, although not planned, helps enhance pupils' spiritual development.

## MUSIC

155. Standards in music are above national expectations by the end of both key stages, as they were in the last inspection. Progress throughout the school is good. Pupils sing with good expression and clarity during assemblies and many of them become members of the school choir which encourages them to extend their activities and expertise. A significant minority of pupils make further progress through the wide range of extra-curricular provision which enables them to develop their instrumental and performance skills.
156. In Year 1 and Year 2, pupils have access to a good range of interesting percussion instruments, which they use well to produce soft and loud sounds. They control their performance to produce short and long sounds and combine these sounds within their groups. They enjoy exploring how sounds can be made and changed, both with their individual instruments and in combination with others. They make good use of the story of the Very Hungry Caterpillar to compose sounds to illustrate the noise of the caterpillar eating different foods. Pupils work collaboratively together in their groups and take pride in varying the sounds they produce in order to improve their performance.
157. In Key Stage 2 younger pupils are given good opportunities to perform on a wider range of percussion instruments and pupils who are receiving instrumental tuition make their contributions on recorders, flutes and violins. In lessons designed to explore sequences of sounds to represent the movement of different animals, pupils record their compositions on paper in a variety of forms and evaluate their compositions effectively within their groups. They use instruments imaginatively, for instance during the inspection, one group used the xylophone very well to represent the sound of running water and a group representing a peacock chose to pluck a guitar and used castanets to portray the bird's movement. A violinist in the class made good use of her instrument to represent a thrush and there was a good increase of tempo on the keyboard to illustrate speed. Pupils listen very carefully to the performances of different groups and they offer polite and constructive suggestions as to how the performance could be improved by varying pitch and tempo. Some groups produced very dramatic effects through the use of a drum; they are keen to extend their range of sounds and have a good understanding of how pictures can be portrayed through musical composition.
158. Older Key Stage 2 pupils achieve good standards in singing in rounds and part songs. Diction is clear and pupils have a good range of tone and pitch, following the conductor's signals promptly. They sing well in two-part and four-part harmony and quickly pick up the required rhythm for the Christmas song which they are rehearsing. Pupils have good command of technical vocabulary; for instance, they explain clearly what an octave is and the sequential difference in entry between a paired song and a round. A performance of "Here lie the bones of lazy Fred" in four-part harmony was enthusiastic, tuneful and a happy experience for all concerned.
159. The provision for extra-curricular instrumental and vocal tuition is one of the strengths of the school. Two part-time assistants, working with groups of children and with the music co-ordinator in the last few years have encouraged a very good level of interest in performance among pupils. There are a sizeable number of recorder groups, the school choir and orchestra are growing ever larger and include a number of boys as well as girls. Individual pupils have tuition in violin, guitar, flutes and clarinet. Pupils attend rehearsals conscientiously and make a very good effort to raise the standard of

their performance. These performances are of good quality and the school's musicians are widely welcomed to perform in the local community. The range of performance and the good standards achieved occasionally enhances the quality of assemblies.

160. Teaching and learning are good in both key stages. Lessons are briskly paced; the tasks set are challenging and interesting, with good cross-curricular references. Teachers have high expectations for pupils' behaviour and involvement and there are good levels of praise and encouragement to ensure that pupils give of their best. Pupils show great pleasure and enjoyment in their music lessons and in the extra-curricular work available to them. They make good progress in both key stages and the quality of their composition and appraisal of their work is well focused and of a good standard. They collaborate well together in making music and their evaluations of their own performance and that of others is pertinent and knowledgeable.
161. Leadership and management of the subject are good. The specialist music co-ordinator has given music a high profile in the school; she is enthusiastic, knowledgeable and actively engaged in promoting music throughout the school. A comprehensive scheme of work is in place and teachers plan together across parallel classes to ensure that the skills are progressively developed. However, the co-ordinator recognises that opportunities to listen to the music of other composers is an area for further development and this has been identified as requiring focus in the future. For instance whilst music is used in assemblies there is often no reference to the composer or type of music. Assessment in music is done informally at present and there are few formal systems to enable the co-ordinator to monitor and evaluate the quality of teaching and learning across the school. The school has a good range of resources. A wide variety of instruments provide pupils with good opportunities to develop their musical skills and interests and to experiment with different combinations of sounds and such activities make a good contribution to extending pupils spiritual, moral, social and cultural development.

## **PHYSICAL EDUCATION**

162. Pupils' attainment is in line with national expectations at the end of both key stages, which indicates a dip in standards since the previous inspection of the school. The progress of different groups of pupils through the school is generally satisfactory. As the school has mixed age classes staff have adopted a rolling programme of planning for both Key Stage 1 and Key Stage 2. Key Stage 1 pupils have a satisfactory range of experiences, which change on a half-termly basis. The Year 1 / 2 programme includes dance, swimming, games and gymnastics. Key Stage 2 pupils also have a suitable two-year rolling programme of activities and recent experience has included games, swimming and dance.
163. Only one physical education lesson was available to see during the inspection and it is not possible to make a full judgement on the quality of teaching and learning. The Year 5 / 6 swimming lessons at an external venue are taught well. Pupils' attitudes towards physical education are very good. Pupils enthusiastically discuss their previous experiences and wish that they had more opportunities to develop their skills.
164. Due to the school's focus on raising standards in the core subjects the physical education curriculum has been 'slimmed down'. Whilst the curriculum is broadly satisfactory and covers most aspects of the curriculum the limited time available for lessons limits the development of pupils skills in gymnastics, games and athletics to a higher level. Whilst there is a desire to begin to offer a more extensive range of

opportunities for pupils in lessons this is not a priority in school development planning. Very good extra curricular opportunities exist to help support the pupils and these have included rugby, football, hockey and cricket. Effective links exist with league clubs, sports organisations and specialist coaches and performers to motivate and raise standards. There is a firm commitment to equal opportunities and all pupils are fully included in activities.

165. Leadership and management of the subject are satisfactory with some strengths and other areas for development. The co-ordinator has a very good understanding of the National Curriculum requirements and demonstrates an obvious passion for the subject, which supports other staff well. However, assessment in the subject is informal and the monitoring and evaluation of teaching and learning is unsatisfactory. The large field area includes sports pitches, a cricket all weather strip and an adequate hard surface play area which supports learning well. Resource provision is satisfactory. An external provider checks the gymnastic equipment for health and safety requirements on an annual contract.

## **RELIGIOUS EDUCATION**

166. The school has maintained the satisfactory standards at the end of both key stages as noted at the previous inspection. All pupils, including those with special educational needs and those who speak English as an additional language make satisfactory progress in learning about the major religions. Acts of worship and the teaching of religious education meet the requirements set out in the locally agreed syllabus. Parents are informed of their right to withdraw their children from religious education lessons and collective worship.
167. By the end of Key Stage 1, pupils have an appropriate understanding of the main Christian festivals and know their significance to Christians. Pupils in Year 1 talk about celebrations and Advent leading up to Christmas and relate it to their own lives with the anticipation of birthdays or a new baby in the family. They begin to understand the importance of Diwali to Hindus and recognise the way candles and light are used as symbols in religious belief. They visit a synagogue to learn about Judaism. They have good opportunities to explore feelings and emotions and the effect of their own actions on others. This makes a good contribution to pupils' spiritual, moral, social and cultural development.
168. By the end of Key Stage 2, pupils have satisfactory knowledge of the main symbols of Christianity, Judaism, Hinduism and Sikhism. They study the life of the Buddha and learn about the Four Noble Truths and the Eightfold Path. They relate it to their own lives in a satisfactory manner and make pictorial wheels to identify facets and beliefs about themselves and their families that make them who they are. They study in greater depth the Annunciation and relate it to receiving good or bad news and how they would feel. They understand the significance of the event to Christians. They modernise the Lord's Prayer and consider its importance in Christian worship. They explore issues such as tolerance and bullying and thoughtfully analyse their own feelings in relation to others. These opportunities make a significant contribution to pupils' spiritual, moral, social and cultural development.
169. Teaching and learning are satisfactory overall. Planning is sound and based on the locally agreed syllabus. Teachers often combine religious education with moral, social and personal education activities and pupils are encouraged to consider how decisions are made about how we live and act. Good cross-curricular links are made when, for example, pupils explore Judaism during their study of Britain since 1930 or the story of

Joseph while studying the Ancient Egyptians and a good link is made with the religions of India when pupils examine life in the village of Chembokoli.

170. The curriculum is enhanced well by visits to places of worship, such as a Gurdwara, a synagogue and the local church and by visitors who come into school. Recently for example, a visit by a drama group helped pupils in their understanding of Christianity. There are many implicit opportunities available to pupils in the delivery of the religious education curriculum, including the care of the animals in the school farm and the "buddy" system, which promotes the care for one another. Information and communication technology is not used extensively at present but pupils have started to use the Internet for research and this is an area for development. Attractive and stimulating displays are found in classrooms and these help pupils gain a greater understanding of what they are learning. A display of religious articles of faith is found in the school hall. This is, however, tucked away in a corner and has little impact on the daily act of collective worship.
171. Leadership and management of the subject are good. The co-ordinator is enthusiastic and has a good understanding of the direction the subject needs to take in order to raise standards. He supports colleagues well in planning and supporting an interesting range of visits and visitors to bring the subject 'to life'. A good start has been made in monitoring teaching and learning by looking at planning, scrutiny of work and discussions with teachers and pupils but there have been no lesson observations, which limits the co-ordinators awareness of the strengths and weaknesses of the subject. There is no formal assessment and therefore teachers have no way of ensuring that pupils make good progress in developing appropriate knowledge and skills from year to year. This is an area for further development. Resources are used well and there is a good selection of artefacts and books on the major world faiths as well as on moral issues such as bullying and racism.