

INSPECTION REPORT

REDLANDS PRIMARY AND NURSERY SCHOOL

Crown Street Worksop

LEA area: Nottinghamshire

Unique reference number: 122603

Headteacher: Mr C Honey

Reporting inspector: Mrs M Hulme
OFSTED Inspector Number: 3609

Dates of inspection: 13 – 16 January 2003

Inspection number: 248370

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 category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Crown Street
Worksop
Nottinghamshire

Postcode: S80 1TH

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Appropriate authority: Governing Body

Name of chair of governors: Mrs Mandy Lacey

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3609	Mrs M Hulme	Registered inspector	Art and design Religious education	What sort of school is it? The school's results and children's achievements. How well are children taught? How well is the school led and managed? What should the school do to improve further?
9327	Mr S Vincent	Lay inspector	Educational Inclusion	Children's attitudes, values and personal development. How well does the school care for its children? How well does the school work in partnership with parents?
4109	Mr J Barley	Team inspector	Science Geography Information and communication technology	
5531	Mrs J Croft	Team inspector	Areas of learning in the Foundation Stage Design and technology Music	
20417	Mrs M Owen	Team inspector	English History Special educational needs English as an additional language	
11848	Mr J Taylor	Team inspector	Mathematics Physical education	How good are the curricular and other opportunities offered to children?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Redlands is a large school located in a part of the town of Worksop that is recognised as one with social disadvantage. It takes children aged from three to eleven and has 320 children in classes from reception to Year 6 and offers 40 full time equivalent nursery places. At present the nursery has 79 children attending part-time. This year there are just over 20 per cent of children known to be eligible for free school meals and the school is aware of others who could be included if they wished. Most children are white and very few come from ethnic minority groups. There are 80 children identified as having learning difficulties but none have a statement of special educational need. At present only one child speaks English as an additional language but none are at an early stage of language acquisition. When children enter school they have a wide range of abilities but most have fewer social, language and number skills than is usually expected for their age. There has been a new headteacher and some changes of staff since the last inspection and the school is awaiting work to begin on a massive rebuilding project to improve the poor accommodation that currently exists.

HOW GOOD THE SCHOOL IS

This is a good school that does well for its pupils and by the end of Year 6 they achieve very well in comparison with similar schools. However, the school recognises that further work is needed to improve children's performance by Year 2 and has already taken appropriate steps to achieve it. Committed teaching and very good relationships support children's learning well and they make good progress. Children enjoy coming to school and are pleased about the range of learning opportunities offered them. The strong and purposeful leadership of the headteacher results in a school that is committed to high standards. All this is achieved within poor quality premises. Despite difficulties the staff do their best to overcome them because they care tremendously about what is offered to the children and put them first. The value for money provided by the school is very good.

What the school does well

- Children achieve well and reach high standards in National Curriculum tests by the time they leave school and standards are improving in other subjects since the last inspection.
- The good teaching is supporting children's learning well and driving up standards.
- The strong and purposeful leadership of the headteacher provides very clear direction for the work of the school and in this he is well supported by the staff and governors.
- Children have very good attitudes to school and their work and behaviour is very good.
- Parents have good views of the school and express satisfaction with the standards achieved and the quality of education provided.
- It takes very good care of its children because their welfare is of great importance to the staff.

What could be improved

- Standards at Year 2, particularly in National Curriculum tests.
- Some aspects of the management of the Foundation Stage relating to the nursery.
- Implementation of the plans to provide more opportunities for key staff to undertake management tasks and training.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997 and has made very good improvement since that time led by the new headteacher. Improvements have been made to pupils' performance in national tests at Year 6 and now those at Year 2 are being tackled. In addition there have been improvements to standards in history and information and communication technology. All the issues raised in the last inspection have been remedied, most notably the leadership, vision and direction of the school. Now there is wider consultation, a much greater involvement of the governing body and the establishment of school self-review. Provision in the Foundation Stage has been improved but more needs to be done in the nursery. The attendance rate has improved with fewer unauthorised absences. The school site and class facilities have been improved but there is still a great need for better premises. The shared commitment to improvement and capacity to succeed is very good.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	E	D	B
mathematics	B	C	B	A
science	A	B	A	A*

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

The school does well for its children by the time they leave at eleven. Although they enter school with lower than expected skills for their age they achieve highly when compared with similar schools (schools that have the same percentage of free school meals). National Curriculum test results have improved considerably, particularly in science where the school's performance is in the highest five per cent nationally. The school has just exceeded its targets for English and mathematics for 2002 and although the Year 6 children have similar abilities this year to those last year the added challenge of setting slightly higher targets to achieve in 2003 has been welcomed. There has been a long history of children not succeeding well in National Curriculum tests at Year 2 where they are lower than average and considerable initiatives have been introduced to tackle that this year. Children make good progress in the reception class and most will reach the expected standards for their age by the end of the Foundation Stage. In all other subjects standards have generally been maintained with the exception of history where there are high standards and information and communication technology. This is an improvement since the last inspection when standards in the latter subject were unsatisfactory. Although standards show an improving picture there are weaknesses, particularly in relation to how well the more able children achieve in writing, mathematics and science by the end of Year 2. Although action has been taken to improve this it is too soon to see improved outcomes yet. There is good provision for children with learning difficulties and they make good progress in achieving the targets set for them.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. They are interested in lessons and make very good efforts because they want to please the teachers.
Behaviour, in and out of classrooms	Very good. Children benefit from teachers' high expectations and any small instances are generally handled well reducing disruption to a minimum.
Personal development and relationships	Very good. Staff give children confidence and they are encouraged to work and think independently. They enjoy responsibility and carry out tasks well
Attendance	Satisfactory. A great improvement to attendance rate and punctuality but attendance is uneven because that of younger children is low.

Children come willingly to school. They work hard and take pride in what they achieve. They take a full part in school life because they know their work is valued and self-esteem is high. The very good behaviour is a key factor in the sustained work and very good efforts. Parents and pupils agree that there is minimal bullying and any instances are dealt with quickly and effectively. The very good relationships that exist between staff and pupils have formed a good foundation for learning.

TEACHING AND LEARNING

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

Overall the quality of teaching is good. Over a quarter of lessons were very good and four were excellent. A few lessons were unsatisfactory and one was poor, mainly in the nursery. The quality of teaching in English and mathematics is good overall and children are taught in a structured and rigorous way. Some very good and excellent teaching was seen in the Years 3 to 6 classes. The skills of literacy and numeracy are taught very well at the Foundation Stage resulting in children making good progress for their age. In other classes the teaching of literacy is generally good but is consistently very good and even outstanding at Year 6. Numeracy is generally taught well but there is a weakness in some classes related to the oral and mental part of the lesson. Particular strengths include teachers good subject knowledge, good teaching of the basic skills, effective lesson planning where objectives are shared with children so they know what to do and what they are expected to achieve by the end of the lesson. Teachers manage their classes very well and, in the main, have high expectations of how children should behave. Their expectations of what all children can achieve is usually good but in some lessons it was too low for faster learners and consequently work was not hard enough. The establishment of very good relationships between teachers and children has been a motivating force for improving learning. Children are making good progress at acquiring new knowledge, skills and understanding, get on with their work quickly, maintain interest and make good efforts. This results in good outcomes and often, high standards. In most lessons the school meets the needs of all children well because teachers plan work with tasks that are appropriate for the majority. Teachers have made good efforts to use information and communication technology to support children's learning. However, some improvements are needed in the nursery where several adults are involved in the teaching because skills need to be extended for some staff and there are some inconsistencies in the ways that children are managed. Teachers provide well for children with learning difficulties and those who speak English as an additional language. The teaching of these groups is very effective and the quality of support provided for them by teacher's assistants is just the right blend of help to overcome difficulties.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, curricular opportunities are good. Provision for activities outside lessons is very good, particularly for older children.
Provision for pupils with special educational needs	The good provision ensures appropriate good quality support for those that need it and this helps children make good progress and achieve well.
Provision for pupils with English as an additional language	Good. A full part is taken in all activities and no additional support is needed.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Collective worship promotes spiritual development well. Children know the difference between right and wrong and have a growing understanding of the need for social responsibility. Many subjects are used well to make pupils aware of their own culture as well as that of others.
How well the school cares for its pupils	The school takes very good care of its children. There are many good procedures in place to ensure the right support and guidance is provided for all groups of children.

The school values the contributions of parents to their children's learning and is keen that they work in partnership with the school. The school would welcome more help from parents, particularly in classes. Most parents have good views of the school and are well satisfied with the standards and quality of education it provides. The statutory curriculum is good because the school enhances it in a wide range of ways and all children benefit according to their needs. Particularly good support is in place for helping slower learners in literacy. However, there are a few children who are not receiving their full entitlement to religious education because of the organisation of withdrawing children from lessons for other activities. Procedures for child protection are very well organised and the school is now safer for children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides strong and purposeful leadership and is effectively supported by staff whose management of their subjects and other aspects of the school is having a positive impact on standards. Plans to extend the management opportunities for key staff now need implementing.
How well the governors fulfil their responsibilities	This is very good. Governors are clear about their roles and responsibilities and use a number of ways to keep themselves informed. They are well organised and use their expertise well.
The school's evaluation of its performance	There is now a good understanding of the school's performance. The improved use of analyses has helped the staff to understand what works well and why. Governors take a keen interest.
The strategic use of resources	Good use is made of resources including grants and other funding provided by parents. All decisions are directed to improving standards.

The number, qualifications and experience of teachers is good but there are too few support staff. Some teachers have specialist skills, which are used effectively. Resources have improved since the last inspection. Although the accommodation has been improved by the headteacher the quality of the premises is poor but staff do their best to make it as attractive a place as possible for children to learn.

The headteacher inspires staff to recognise their strengths and make the best use of them. The governors take their responsibilities seriously and try hard to ensure that they carry out all responsibilities but one aspect related to children's right to religious education needs some attention. Some aspects of the management of the Foundation Stage relating to the nursery need improving. Governors have a good knowledge of what they need to do to get the best value for the school and do this well because they aim to succeed in providing a relevant and effective education for the children that will lead to improved standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children enjoy school, and make good progress. • The school has high expectations of their children • Children's behaviour is good and they are helped to become mature and responsible. • Teaching is good. • The school is well led and managed. • The school works closely with parents who are comfortable about bringing problems or queries to the school and are kept well informed of progress. 	<ul style="list-style-type: none"> • A few parents would like to see improvements to homework. • Many concerns about the state of the premises.

The inspection team confirm and agree with the positive views but the children's annual reports could be improved to give parents a clearer picture of their children's progress. Inspectors found that the school uses homework effectively to support what children do in class and what is provided is typical of most other schools. Parents are right to be concerned about the state of the premises, which have deteriorated severely but there are plans in place to begin extensive building work for improvements.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and children's achievements

1. When children enter the nursery many have fewer skills in language, numeracy and social skills than is usually expected for their age although a few are more advanced in their development. This is similar to that found at the last inspection. They make sound progress in the nursery but there is one area of learning, physical development, where the organisation in the nursery restricts how fast children attain the expected standards for that area of learning. The reception teachers build on this knowledge and skill and by the end of the Foundation Stage most children achieve expected standards and are ready to start their National Curriculum work although a few faster learners have already started it.
2. The school has a history of low performance in national tests at Year 2. In 2002 their performance in National Curriculum tests was well below average for reading, writing and mathematics. This is lower than the previous year but similar to other years. Although there are no tests for science at this stage the teachers' assessments in science show results as below average. The results of the higher attaining children compared unsatisfactorily with those achieved by all other schools, particularly in mathematics.
3. By Year 6 children attained high standards in the 2002 National Curriculum tests in mathematics and science compared with all other schools. They were above average in mathematics and well above in science. In English they were below average. However, when compared with similar schools (schools who have the same percentage of free school meals) results were above average for English, well above average for mathematics and in science, children's performance was in the top five per cent of schools nationally. Evidence shows that since their Year 2 results and when compared with schools in similar contexts these children have made very good progress in English and good progress in mathematics and science. The results in all three subjects are an improvement on the previous year. The school is pleased that its efforts to meet the needs of faster learners is showing improvement in the proportion of children gaining the higher levels in mathematics and science. In mathematics about the same percentage reached a higher level as other schools and in science over half achieved the higher level. Although the proportion of children able to reach a higher level in English was lower than the national average, nevertheless the percentage doubled this year on the previous year. A determination to bring English in line with the other two subjects has resulted in additional activities such as booster classes and additional literacy support. These tactics are beginning to show indications of some improvement.
4. In the National Curriculum tests for 2002 the school just exceeded its targets for the percentage of children expected to achieve Level 4 or above in English and mathematics. Those set for the next year are slightly higher although the ability of the present year group is similar to that of the previous Year 6. However, the school welcomes the challenge that this will provide.
5. Apart from the test results inspectors observed lessons in a range of subjects and looked at samples of work, often talking to children about what they had done. In the nursery children make satisfactory progress in most areas of learning and when given guidance and provided with well-planned activities they gain some basic skills in reading, writing and number work. By reception stage children make good progress and achieve well in all areas of learning. Overall, the standards of work seen are broadly typical of that expected for age but in some areas of

language and literacy, mathematics, personal development and information and communication technology they have made particularly good progress.

6. At the last inspection standards in information and communication technology for Years 1 to 6 were unsatisfactory but this is not the case now. There has been a dramatic improvement and standards are at least typical for age and some children do better.
7. The standards of work seen in most subjects at Years 1 and 2 are broadly typical of that expected for age and overall progress is satisfactory. However, in history progress is good and standards are better than expected for age. This contrasts with science where standards are unsatisfactory. In Years 3 to 6 children's progress is good in all classes because children improve consistently as they move from class to class. Standards are generally typical for age in most subjects but better in English, mathematics, science, design and technology and history.
8. In English, standards have generally been maintained since the last inspection and are average at Year 2 and above average by Year 6. By Year 2, children's speaking and listening skills are developing well, they listen attentively and take part in discussion. By Year 6, most children express opinions maturely. They understand that people have different points of view and are particularly good at putting together an effective, balanced argument. When reading children use their knowledge of letter sounds well to read unfamiliar words. This supports their reading, they take pleasure in getting spellings correct and by Year 2, they are trying to include expression in their reading. By Year 6, children read well and skim and scan texts to find information quickly. They enjoy reading fiction and study the blurb carefully before making a selection. They have an excellent knowledge of the technical vocabulary associated with literacy using such terms as '*comparatives*' and '*superlatives*' with understanding. Children do less well in writing and by Year 2 standards are lower than expected for their age. Although they learn to print and try hard to write neatly they are only learning to join a few letters. They know about simple punctuation but have too little practise in using these skills and faster learners often find the work easy. However, by Year 6 the standard of written work is good. Good use is made of writing skills in other subjects and some extended written work, particularly in history was of a high standard. However, sometimes there is insufficient time for the initial attempt at a piece of writing and children are unable to improve their efforts within the lesson.
9. By Year 2, children generally attain standards in mathematics that are typical for their age in most aspects other than data handling. As there are many children with learning difficulties in Year 2 and the most able children are not sufficiently challenged it is likely that only ten per cent of these children will reach the higher level in National Curriculum tests in May which is lower than that of other schools. Skills in the use of oral and mental mathematics are weak and sometimes teachers' expectations of what children can do are too low. Children are not as competent with numbers as they might be and there is little evidence of competence in data work such as compiling graphs. In contrast the standards achieved by Year 6 are better than expected for their age because they make very good progress and receive good teaching, particularly in the Year 6 classes where it is outstanding at times. Almost all children use fractions and percentages confidently and accurately applying these skills to number, money and metric measures. They have a good understanding of work related to probability and the main properties of shapes. They know how to find perimeters and areas. Use of data and applying these skills to other subjects is good.
10. Although science standards by Year 2 have improved since last year they are still lower than is usually expected for children of this age. In particular there is too little written work and insufficient time for investigative and experimental work. By Year 6 this situation has improved

and standards are already above average. Children have a good understanding of how to make a fair test and discuss the subject at length. There is a very good scientific approach to thinking that begins at Year 3 and is very well established by Year 6.

11. Standards in design and technology are average by Year 2 and above average by Year 6. When compared to the last inspection the standards in Years 3 to 6 have been maintained but are not as good at Year 2 as previously. At Years 1 and 2, children build on the skills they have acquired in the reception class. They use a range of methods to assemble and join materials and can talk about what works well but there are too few opportunities to investigate how suitable some products are for the purpose. From Years 3 to 6 children make designs and use them as working drawings, amending them as work progresses. As knowledge and skills are extended children's work is more detailed and the finish is often of high quality. However, as with younger children, they need more time for investigating the suitability of materials and equipment to be used.
12. Standards in art and design are typical of those for age. All groups of children achieve success and make good progress. They systematically build on skills year by year. Younger children enjoy painting and have improved their brush skills and paint mixing techniques. Older children are good at adapting the work methods of artists and photographers for their own purpose. Printing has improved because children have extended their knowledge and skills and there is greater emphasis on the use of design in art.
13. Although few lessons were seen in geography the samples of work and discussions with children show that standards have been maintained since the last inspection and are generally typical of those for age by Year 2 and Year 6. At Years 1 and 2 children are aware of the features of the area in which they live and links with literacy enable children to use story settings to extend their knowledge of places beyond their own locality. By Year 6 children are using their knowledge of the local area well, for example, acquiring an understanding of the degeneration of Worksop and how European funding enabled improvements such as the building of industrial estates and new housing.
14. Standards in history have improved and by Year 2 are better than is usually expected for age. Younger children show a good understanding of chronology and understand differences between aspects of life now and those of 100 years ago. By Year 6, children achieve standards that are well above those expected for their age. They use a range of sources for information and make sensible deductions about, for example, changes in Worksop since the beginning of the last century. This subject is a real school strength.
15. There has been a great improvement to standards in information and communication technology and although most children are now achieving standards typical for age, some of the older children are doing better. The subject is no longer a weakness but is becoming a strength of the school and by the time they leave children are very confident and competent users of technology whether to communicate such as using e-mail, find information as in using the Internet or to control devices.
16. There was insufficient evidence to judge standards in music by Year 2 but by Year 6 children are reaching standards typical for their age. Younger children talk about music enthusiastically and particularly enjoy using percussion instruments to accompany their own compositions. At Years 3 to 6 children sing well, write about the subject sensitively and use percussion imaginatively to create short compositions. Many children have instrumental tuition and play

recorders, guitars, violins, clarinets and flutes and reach a good level of competence in reading music. The regular school concerts are a highlight of school life.

17. Standards in physical education have been maintained since the last inspection and are generally typical of that expected for age by both Year 2 and Year 6. However in games and swimming standards are higher. There is some improvement in gymnastics with older children who are performing at higher levels than usually expected.
18. Standards in religious education have been maintained since the last inspection and are generally typical for age. There have been some improvements since children now have a wider knowledge and understanding of the principal world faiths in this country, particularly in Years 3 to 6. Younger children are developing a good knowledge of Christianity and raising their awareness of differences in belief and values in such other world faiths as Judaism. In most lessons the progress is good but the organisation of two short sessions in some classes hinders the progress that children could make because the lesson stops just at the point when children would benefit from sustained work. Although the school generally works hard to organise activities so that all can take part in lessons there are some groups of children withdrawn for music tuition, additional literacy support and special educational needs groups.
19. Children with learning difficulties who are withdrawn from classes for extra teaching in small groups make good progress. Those children who are receiving individual help whether in the classroom or elsewhere are making very good progress towards the targets identified for them. All those who have individual education plans work well achieving their targets in small steps before tackling new ones. There are very few children who speak English as an additional language and at present they speak and understand English well so no additional support is needed. However, their work is checked regularly to ensure that they progress as well as others.

Children's attitudes, values and personal development

20. Children's attitudes to their work and their willingness to learn are a strength of the school. In two-thirds of the lessons observed their attitudes were judged to be very good. Children are keen to please their teachers, they contribute ideas and effort, enjoy finding things out and being successful. Many take part in the extra-curricular activities and are proud to represent their school. They value the trophies, which their success brings. Much of the credit for this must go to the staff of the school that have created a place where the children want to be and where they are given the confidence to try their best. Responses to the inspection questionnaires show that parents consider that their children enjoy coming to school.
21. Behaviour in lessons is also very good, in all but a few isolated instances. Just occasionally, a few children do challenge the teacher's authority. Given the number of those who have the potential to be disruptive, this is a particularly notable achievement. In the playground behaviour is boisterous, but good. Boys and girls play well together and when there is unacceptable behaviour it is dealt with promptly. There have been no recent exclusions. Relationships between adults and children and between the children themselves are very good. The atmosphere in the school is friendly and welcoming. During the inspection, children were invariably polite, volunteered their help to inspectors without being asked and chatted confidently. Again, parents have expressed their approval of the standards of behaviour achieved. Children's attitudes and their behaviour, continue to be a significant factor in the good standards achieved by the time they leave the school.

22. Children's personal development is very good. Children join the school, often with low standards of social skills, limited speech and vocabulary. As they move through the nursery and into full-time education, they quickly begin to progress. They become increasingly articulate and confident to answer questions and to talk in front of the class. They speak respectfully to adults. They are learning to share resources and to be helpful, to take their turn and work co-operatively in pairs and groups. They are increasingly aware of the needs and feelings of others and this arises, amongst other things, from their study of the faiths and beliefs of different people around the world. Many children take part in charitable fund-raising activities. Their knowledge of their own learning is increasing very well as they grow older. By the time they have reached Years 5 and 6, they are sociable young people, more than ready to make their ideas known to their teachers and contribute to the way the school is run.
23. The school has made considerable efforts to improve attendance. The benefits of regular attendance are promoted strongly to parents and rewards for good attendance have been introduced. The school works with a local business that provides meal vouchers, which are highly prized by the children. These incentives are resulting in an improving trend and during the autumn term of last year, the overall attendance level was slightly better than the national average. However, attendance is still lower than acceptable in the reception class and in the Year 1 and 2 classes. The school must persist with its good work. Unauthorised absence is broadly in line with the national average and most families now ensure that their children arrive at school on time.

HOW WELL ARE CHILDREN TAUGHT?

24. Overall, the quality of teaching is good and in over a quarter of lessons it was very good with four lessons that were excellent. Of all the lessons seen there were 52 per cent that were good and 16 per cent were satisfactory. There were a few unsatisfactory lessons and one that was poor. The very good teaching has been maintained since the last inspection but this time there were more lessons that were less than satisfactory and these were mainly in the nursery.
25. The teaching in the Foundation Stage encompasses the nursery and the reception class and involves a number of adults other than teachers. The teaching ranged from poor to very good but overall was satisfactory. At the last inspection only the teaching in the nursery was reported separately and that of the reception class was included under Key Stage 1 so no comparison can be made with that and the Foundation Stage which now incorporates two age groups. However, the teaching in the nursery was reported as at least sound and often good so it is less good now.
26. The main strengths in the nursery are the teaching of basic skills, the ways that teachers keep regular checks on children's progress, provides play activities that help learning and what they expect children to achieve. Areas for further development in the nursery are all related to the management tasks of the co-ordinator. Standards are too low in the physical development area of learning, some teaching assistants do not have the skills they need because some staff spend too little time in listening to children and talking with them about their work. There are some inconsistencies in the ways that children are managed, and the planning for the areas of learning lacks clear objectives for what children need to learn.
27. There was a noticeable difference between the teaching in the nursery and that in the reception class. The weaknesses observed in the nursery were not evident in the reception class resulting

in children making particularly good progress in their personal development and early literacy, numeracy and information and communication skills. Strengths in reception teaching are: the good lesson planning based on the children's needs, providing activities that build on previous learning and becomes more demanding, making regular checks on children's progress and using that information to change lesson plans so that all make progress in their learning. By working in this way and establishing such good relationships with the children the teacher ensures that they are well motivated and will work hard. Already there are strong indications that by the time children reach the end of the reception year they will have reached the expected standards in all areas of learning and the faster learners will have gone beyond this and be working on subjects of the National Curriculum.

28. At Years 1 and 2 over half the lessons were good with just under a third satisfactory and 14 per cent that were very good. There was no unsatisfactory teaching. This compares favourably with the findings of the previous inspection. Teachers have a good knowledge of the subjects and generally make sure that children know exactly what they are expected to learn. This works well both for average learners and those who work more slowly. However, at Year 2 writing tasks were too easy for the faster learners in some lessons because teacher's expectations were not high enough and too few opportunities to practise writing skills has resulted in standards being lower than they might be. The level of challenge and teacher expectation was also a weakness in mathematics at Year 2, which was particularly noticeable with more able children. For example, finding numbers that add up to ten was too easy for them and time was wasted working out problems using written methods, which they could easily do in their heads. The teaching of oral and mental mathematics lacked the pace needed to sharpen and develop mental skills. In science children were not expected to write much about their work and were sometimes given drawing tasks when they could have used their time better by recording the scientific understanding they have learned. This lack of writing was one of the main reasons why it was difficult to judge standards in science by Year 2. These weaknesses need remedying quickly if standards are to be improved.
29. Teachers manage children very well. Some classes have a high proportion of children with learning difficulties and often there is no extra adult to help them in lessons. The potential for disruption is great but the very good relationships that teachers have with the children make most eager to learn and ready to help those who have to work more slowly. In the best lessons teachers involve all children in the lesson, insisting on them taking turns and providing praise and encouragement to try again. In such lessons it is evident the teacher values children's work and this raises their self-esteem. When teaching assistants are available they are deployed well, for example by making sure that those with learning difficulties take part in shared reading and that they understand what they have to do in the smaller group.
30. The planning of lessons is mainly good. What is to be learned is explicit to children and teachers use questioning effectively to support and challenge them. There is a good balance between the contributions of the teacher and those from children. For example, in a Year 2 literacy lesson, once they knew what was to happen in the lesson they were keen to take part in discussion, read from the large book *Puss in Boots* and retell the story with the main events, moving on to talking about the characters in the story. As the lesson progressed it was evident that the teacher had the skill of correcting errors without making children feel they had failed and many comments helped them improve their work. Consequently, children showed enthusiasm and interest in the lesson and most participated by collaborating in reading, contributing to discussion, answering questions and writing.

31. Although the teaching at Years 3 to 6 was generally good there was a high percentage of lessons when it was very good. Just four lessons were satisfactory and one was unsatisfactory. The main strengths in this teaching was the very good knowledge of the subjects that was used very effectively to extend children's understanding and skills and provide clear explanations of what children had to do. Lessons are challenging and often the enthusiasm of the teacher is infectious resulting in eager children who are keen to learn. For example, in a Year 6 mathematics lesson children gained new knowledge, skills and understanding because they were challenged to find different ways of finding answers to such questions as dividing 123.5 by 50. The teaching was lively with very good use of language and children were encouraged both to find their own way of doing it and to set a time on completing the task.
32. Teachers make good use of time, support staff and resources. They take considerable time to collect suitable resources to make lessons more interesting and use them very effectively. Excellent use of artefacts contributed to the good teaching in a history lesson. Children's interest was maintained and sustained work followed because they were inspired when experiencing the restrictions of a gas mask on their face and by the thrill of the loud air raid siren. These teachers never waste time. Lessons move along at a good pace and some teachers time each stage of the lesson to ensure that children move on quickly to the next stage and get the most they can from every session.
33. In information and communication technology lessons the teaching has improved because staff have had good training and extended their knowledge and skills. Lessons are planned in ways that give emphasis to this subject supporting children's learning well and it is used particularly well for retrieving information in such subjects as geography, history and religious education. The teaching assistant makes particularly valuable contributions. She is very knowledgeable and uses her skills exceedingly well in developing this subject. The wide range of challenging work, for example, using sensors to measure light and temperature and creating a multi-media presentation for parents stimulates children.
34. The teaching of those with learning difficulties or those whose mother tongue is not English is good. Lessons are planned with activities that that are suitable for every child's needs and the observations of progress during lessons influence what is planned for them the next day so that all can achieve success. The good quality of support provided for those that need it contributes well to the progress children make and particularly helps to keep them interested and complete tasks.

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

35. Overall, the content and organisation of the curriculum is good and aims to provide children with a full range of learning opportunities. This enables all but a small minority to achieve to the very best of their ability. For example, a minority of more able children in Year 2 are not given difficult enough tasks for them to attain high standards, particularly in mathematics and science. Since the last inspection there has been considerable improvement in the provision for information and communication technology. The school now meets all the requirements of the National Curriculum and the expectations of the Nottinghamshire Agreed Syllabus for religious education. The curriculum includes lessons about growing up, sex education and the misuse of drugs. At present the breadth and relevance of the curriculum is good overall. It is satisfactory for the Foundation Stage, good for Years 1 and 2 and very good for Years 3 to 6. This is

because the range of additional learning opportunities planned by teachers outside lessons, such as visits to places of interest and sporting activities is greater for older children.

36. The school has good strategies for teaching literacy and numeracy. These are regularly reviewed and revised. A number of additional curriculum initiatives have been introduced to improve the attainment of specific groups of children. For example, an Early Literacy Strategy is now in place, which focuses on helping younger children to learn letter sounds to improve their reading. Similarly, 'booster' lessons are provided for children in Year 6 to support their learning in mathematics. Opportunities to improve the practical learning experiences for children through music and physical education have recently been extended. However, some weakness in provision have arisen, particularly in literacy, numeracy and geography because either the National Literacy Strategy and National Numeracy Framework are being too rigidly applied or where adherence to a nationally produced scheme of work, means that children are being taught themes, such as 'seasons', which are not a part of the National Curriculum programmes of study. This has meant that sometimes work planned is based on nationally recommended schemes rather than the National Curriculum subjects.
37. Provision for the Foundation Stage is satisfactory overall but there are some weaknesses that need attention. The recommended curriculum for nursery and reception children is correctly based on the six areas of learning and the quality and range of learning opportunities is satisfactory. However, in the nursery children are allowed to choose whether or not they take part in outdoor play which is unsatisfactory because the large physical equipment is outdoors and those who opt out are not having sufficiently frequent and broad experiences in this part of their learning. There is an appropriate balance of child-initiated and teacher-led activities and resources are well organised and accessible. The curriculum is enriched with special projects, celebrations, festivals and visitors to the school.
38. There is good provision for children with learning difficulties. They take part in all subjects and there are several support groups to assist them with such subjects as literacy. The adults supporting these children are well trained and work well with teachers and are often instrumental in keeping children interested in the tasks they have to do. However, the organisation of withdrawal groups, in addition to any specialist support they receive, means that they may miss lessons in other subjects with their class. Overall, the good provision enables them to progress well towards the targets set for them.
39. Opportunities for learning experiences beyond the classroom are very good. A wide range of activities including sport, music, drama, environmental studies and visits make a significant contribution to the education of the children. Provision for extra curricular sporting activities is especially strong. These include netball, football, cricket, hockey, athletics, dance and table tennis. The school has a great deal of success competing in these sports, and, in table tennis, regularly does well at national level. School productions such as 'The Snow Queen' and 'Oliver' and the school choir provide learning opportunities in drama and music. The annual residential week in Wales for older children provides experience of outdoor activities such as canoeing and rock climbing.
40. Recently, children have experienced a Victorian Christmas at Newstead Abbey, learned more about the Vikings during a visit to the Jorvik centre in York and about life in the 1930's at 'Mr. Straws House' a local National Trust property. Musicians, a pantomime and an architect are amongst recent visitors to the school all of whom have enhanced children's experiences and learning. Although younger children experience visits to places such as the seaside there are no specific extra-curricular clubs in which they can participate. However the school is planning

to improve this in the near future by organising a younger children's choir and a dance club. The curriculum has also benefited through links with local industry, for instance, in the construction of a garden for the Nursery.

41. Overall, the equality of access and opportunity to learning is good. In most lessons children's work is planned at different levels of difficulty so that all achieve success. The school has widened its inclusion provision by installing access for children with physical disabilities. A current priority in the school is to establish more precise provision for the needs of talented and gifted children. Older children in this category make very good academic progress but this is unsatisfactory in Year 2 because some children are not given work that is difficult enough to enable them to achieve to the best of their ability, particularly in mathematics and science. Equality of opportunity is particularly strong in the wide range of extra-curricular activities the school provides for Years 3 to 6. For example, both girls and boys play in football and netball teams. There is a weakness in that not all children receive their entitlement to religious education because some children are withdrawn from some lessons for additional literacy support, special educational needs and instrumental tuition. The organisation of withdrawal groups would benefit from review so that these children can receive their full entitlement to religious education.
42. The school has very good links with other local primary schools and the comprehensive school where children go for their secondary education. This enhances the curriculum, for example, through the joint approaches to improve learning in literacy and numeracy, competitions and events. Close links with the comprehensive school staff support the smooth transition of Year 6 children to the secondary school. Constructive relationships are also evident in activities such as the recent Mathematics Circus. This involved pupils and staff from the comprehensive school working with children from Years 3 to Year 5 at activities aimed at improving their skills in problem solving.
43. Provision for spiritual development is good. Spiritual awareness, such as the understanding of people's values and beliefs, is promoted successfully through the curriculum. In religious education children are taught about the diversity of people's beliefs, customs and practices. Older ones are fascinated by images of Hindu wedding ceremonies and their spiritual awareness is awakened when they view images on a computer screen generated by a digital microscope. Younger ones learn about special traditions such as Christenings which help them to reflect upon who they are and their place in the world. The school is active in its support of charities such as 'Children in Need' that gives an insight into lives of less fortunate persons.
44. Provision for moral and social development is very good. The very good relationships in the school between children and adults are testimony to the high quality of provision for moral and social development. The curriculum supports very good personal education including spiritual, moral, social and cultural development. At the Foundation Stage there are opportunities to express wonder at the world. Children are taught the principles of right and wrong and they begin to consider the effect of their behaviour on others. They learn to play and work with others, take turns and share fairly. Festivals and celebrations from various cultures and faith groups are included in topics. In other classes the lessons in science and physical education teach about the importance of exercise, hygiene and a balanced diet. The importance of personal qualities is regularly taught. For example, in an assembly the dealing with incidents which make a person 'sore and angry' and how the hardest thing to do is to be gentle in return. The school has a well-displayed code of conduct to which all children subscribe and work towards. It highlights as goals to aim for, kindness, helpfulness, hard work, politeness and concern for others and for the school. It is fostered through the insistence on values such as

fairness and respect for truth and justice. Children clearly distinguish between right and wrong and, for instance, when playing games, accept that rules are an essential part of playing fairly. Social skills are developed through co-operative and collaborative work inside and outside the classroom. For example in physical education when children work in pairs to devise a sequence of gymnastic movements to perform to others and in art when they co-operate in categorising different designs of chairs. They adhere to rules, which they help to draw up, like those displayed in each classroom, and are quick to remind others if these are not respected. They recognise and appreciate the success of others who are presented with awards in assemblies. Adults provide powerful role models for moral and social development, which enable children to learn more about qualities such as courtesy and respect.

45. Provision for cultural development is very good. Children develop awareness of their own culture through visits to historical places of interest such as Moot Hall and centres such as the Yorkshire Sculpture Park. Through studies about mining disasters they learn about the importance of coal industry in the history of Worksop. They study the local area, find out about modern houses from a visiting architect and make comparisons with those of seventy years ago. Events that have shaped the way we live today, such as the Second World War, are brought to life in history through photographs, artefacts and stories. In religious education children learn about the diversity and richness of other cultures in British society when they study religions such as Hinduism, Islam and Judaism. They celebrate events such as the Chinese New Year, learn about Hindu Rangoli patterns in art and listen to African dance music in assembly. An awareness of cultures in other countries is undertaken through display of musical instruments from around the world such as Nigerian gourds and Indian Stick instruments and finding out about national football teams, which competed in the World Cup.
46. The school aims to provide a caring and stimulating curriculum giving the best possible learning opportunities for children's educational progress and personal development. It has established a firm foundation upon which to pursue these aims.

HOW WELL DOES THE SCHOOL CARE FOR ITS CHILDREN?

47. The school takes very good care of its children. The parents' questionnaires show overwhelmingly that children enjoy their time in school and the relationship and trust between adults and children is very evident. The school has already identified that it should give children more opportunities to make their views known and believe this will strengthen the relationship further. Although it is a large school, the staff shows a very good knowledge of each child, which helps them to respond promptly to their needs. The school is determined to ensure that every child has a full and equal opportunity to develop both their academic and social skills.
48. The procedures for child protection are very well organised and staff meetings are used to maintain awareness and to discuss any concerns about any child's well-being. The health and safety policy is comprehensive. Individual responsibilities within the school are properly defined and all the routines of classroom safety, fire drills, first aid, medicines and general welfare are dealt with consistently. The site, grounds and buildings are in a dilapidated condition; heating is erratic, toilets are unpleasant and, for Year 6 children, require a walk to the main building. All children, at some time or other, must go outdoors as they move around the school. As well as wasting time, there is always the risk of getting wet. Staff try hard to overcome these problems and they are vigilant to ensure they are minimised. Many improvements have been made in the last two years and this will continue to have the highest priority until the new buildings, planned to begin soon, are completed. The security of the site, as a whole, is much improved.

49. The systems for the monitoring and management of behaviour are particularly effective. The code of behaviour is straightforward and the high expectations are clearly understood by children. Most staff use them consistently so that children know exactly what is expected of them and they respond accordingly. However, this needs improvement in the nursery. Teachers manage their classes very well and children enjoy the rewards that are given for good behaviour and effort. When, occasionally incidents do occur, it is necessary to work with individual children to improve their behaviour and this is done with the full involvement of parents. The personal, social and health education curriculum also contributes very effectively to the welfare of the children. It deals with sex education, drugs awareness, good health and the environment. Assemblies are also used to exemplify standards of behaviour, care and consideration to be given to others. Parents are very pleased with the standards of behaviour achieved.
50. The procedures for monitoring and improving attendance are good. Registers are properly completed and absence is accurately analysed. The school is working with a local business to provide incentives to encourage good attendance and there are rewards of vouchers and certificates for high or complete attendance each term.
51. The procedures for assessing attainment and progress are generally good for the subjects of English, mathematics and science. Analysis of test results is used well to find weaknesses and set about remedying them. There are regular checks on children's progress in all subjects and this information is used effectively to make sure that the work planned is suitable for children's needs. This works particularly well for average and slower learners and in classes from Years 3 to 6. However, sometimes it is weaker with younger able children when tasks are too easy and fail to provide the challenge they need. The procedures for monitoring and supporting personal development are very good.
52. All procedures to keep track that children receive effective support for their learning are very good. For example, particularly good support is provided for those children who have problems with literacy or mathematics and children are usually given work that is designed to suit the differing rates at which they learn. The provision for children with learning difficulties is good and the effective support they receive helps them make good progress. In addition, the school has recently appointed a teacher with responsibility for identifying and supporting those pupils who are very able and gifted, so that they too can benefit. The school works very hard to help all pupils achieve their best.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

53. The responses from a good number of parents show that they are very happy with most aspects of school. Parents have very positive views about what the school does for their children and the quality of education it provides. In particular, they say their children make good progress in a school, which requires them to behave well and work hard, where the teaching is good and the school is well led and managed. At the parents' meeting before the inspection, many commented on the poor state of the buildings and the difficulties, which both staff and pupils had to overcome, but considered that there was a very good community spirit.
54. Parents are given a good, improved, range of information about the school. Daily matters are dealt with through individual letters and parents receive regular, more general, newsletters.

Information about forthcoming work is sent out each term. Children now have a personal organiser to record homework and reading records which are used for messages to and from home and contain an excellent range of information, including guidance for parents about working with children at home. Parents commented very positively about this development and consider that there are ample opportunities for them to talk to teachers informally at the start and end of the day. Parents confirm that they are confident to approach the school at any time. More formal meetings with teachers take place during the autumn and spring terms and these are well attended by parents. The children's annual reports are satisfactory. Although they give a reasonable picture of progress, they could be more detailed, particularly in Years 1 and 2. For example, what children need to do to improve their performance could be more clearly drawn out and this would help parents give better support at home. Those parents of children with learning difficulties are kept fully informed about progress and involved in discussing the targets their children are expected to achieve.

55. As their children join the school, there are introductory meetings for parents. The prospectus has just been re-written and now gives a much clearer picture of what the school has to offer. A home-school agreement is in use and now the school uses its own questionnaires to actively seek ways to take their views into account. The good quality of information and the effective links between the school and home contributes to the high regard in which parents hold the school.
56. Parents make a satisfactory contribution to the life of the school and what it achieves. There is always very good support for extra-curricular activities, particularly the school teams; assemblies for parents, musical productions and concerts are always very well attended. However, only a few parents help in the classrooms or as swimming observers. The school would welcome many more and value their contribution. Neither is there any kind of parents association, so any fund-raising or social events must be organised by the staff themselves.
57. Parents also make a satisfactory contribution to their children's successes. Many parents support homework, but the school needs to continue its efforts to get more parents to recognise the importance of this to children's work in school. Almost all parents are keen to attend and discuss progress at consultation evenings, particularly where their children have learning difficulties. Most parents ensure their children come to school regularly and this is reflected in the improved figures for attendance to be seen over recent months.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The headteacher was appointed to the school two years ago at a time when it was very evident that the premises were in a poor state of repair and urgently needing attention to make the accommodation a stimulating and attractive place for children to learn – a place where they wanted to be and where they would enjoy working. There are now plans for a massive rebuilding programme because the existing accommodation, used predominately by Year 3 to 5 children, is slowly subsiding into a nearby lake. However, the headteacher inherited a massive budget when he took up post and was determined to use it for the good of the children. On hearing the plans and rapidly updating their knowledge governors were keen to support him and he, the staff and the governors together worked as a team to improve the provision for the children and ultimately the quality of education provided. The school now has a library in both main buildings to support children from the reception stage to Year 6. There is an information and communication technology suite so that a whole class can be taught skills together and then practise them in classrooms at various pieces of work. Rooms have been decorated and

carpeted to improve working conditions. Resources needed for teaching have been purchased and parents are very appreciative of the conditions at the school their children attend. Although the condition of the existing buildings can only be judged as poor because they are a hindrance to high quality education the parents consider that they are considerably better than they were and now their children like coming to school.

59. The headteacher provides strong and purposeful leadership and was not content to stop there. At the same time there was a clear need for the headteacher to establish a new direction for the school and in this he has been very successful. Despite all the problems, the headteacher, assisted by key staff and the governing body, has established a very clear direction for the future development of the school and for the raising of standards. There is total commitment to the raising of standards and although much has been achieved, particularly with the older children, it is recognised that there is still much to do. For example, raising standards at Year 2, particularly in National Curriculum tests. There are clear aims for the school and a strong sense of values, which completely permeate the work.
60. The headteacher is giving a firm steer to the work of the school, supported by the governors and staff. He is a very effective leader who has created a clear vision and sense of purpose in the direction of the school and teachers are committed to that vision and fully supportive of the steps being taken to improve performance. All staff are enthusiastic about the opportunities they have to be involved in the management of the school and their views are valued. They have made good progress in the last two years but some are not totally aware of the strengths and weaknesses in the subjects for which they are responsible so cannot plan fully for improvement that will impact on standards. The deputy head expresses commitment to the success of the school and makes satisfactory contributions to management. However, he is not yet totally aware of what needs to be done to improve the quality of education for all children. Although he has a great interest in sport, which is used effectively to improve children's skills, he has not yet been involved in high quality managerial leadership training. This is essential if he is to provide the management support needed by the headteacher. The two administration staff are very industrious and use their knowledge and skills very effectively in supporting the headteacher with the management of the school.
61. Very good improvements have been made since the last inspection. The chair of governors made it clear that only when the current headteacher arrived did the school come to grips with the improvements needed. His previous experience put him in a good position to know what was required and for example, when addressing the key issues from the last inspection he knew that purchasing new equipment was not enough to improve standards in information and communication technology. There had to be training for staff that gave them the knowledge and understanding to teach this subject well and inspire children to make good efforts. It is now very evident that this plan has worked well. Not only standards have improved but children know their efforts are valued and self-esteem has risen. For example, children gave a multi-media presentation to parents because, at the time, they were more skilled than teachers. The way that teachers plan to teach skills systematically is firmly embedded and standards are rising.
62. At the last inspection governors had limited knowledge of the budget, what went on in managing the school and most importantly the school's development and how decisions about educational priorities were made. The information they receive now is more detailed and they have a greater understanding of what it all means. The governors are now involved in formulating the school development plan at a very early stage which enables them to have a good insight into the many issues facing a school. They take their responsibilities very seriously. The chair of governors is one of only 20 governors in Nottinghamshire who has undertaken training and

gained an accreditation that makes her a most learned member of the governing body. Governors are prepared to challenge the headteacher with pertinent questions on all matters of management and as they are now so well informed the questions are very relevant. Most statutory responsibilities are met but there is one matter needing attention relating to the rights of all children to take part in religious education lessons. Some children are missing this because they are withdrawn for other work and the organisation of withdrawal groups would benefit from review to ensure that these children can take their entitlement.

63. Governors play a very active and supportive role in the life of the school. They have very good knowledge of the strengths and weaknesses, which is informed by their regular visits and reports from the headteacher. They have a range of skills, which are used very effectively. For example, the Chair of the Finance Committee keeps a very close and careful eye on the school budget to ensure that funds are used effectively to support educational priorities.
64. Appraisal and performance management are effectively embedded into school life. Although the school has done much to develop the role of subject coordinators by insisting on a common approach to their work, it is recognised that this role needs further development to ensure that all subject coordinators are involved in the monitoring of standards, teaching and learning. Teachers are beginning to have time away from their classes when they can work alongside other colleagues and provide the support and advice to make the teaching more effective and consequently have very effective learning.
65. At the last inspection there was no Foundation Stage but it is now the first stage in any primary school and this has been recognised by appointing a teacher to co-ordinate the work and to include it in the management tasks. However, there are some aspects of the management related to the nursery that need improvement.
66. Relationships throughout the school are generally very good and communications between teachers and their assistants work very effectively in supporting children, fostering a strong sense of teamwork. It is because the level of support is so good and that these staff are well trained that children make the good progress they do. However, they are few on the ground and not all staff can have the support children need when they need it. The number, qualification and experience of teachers is good and they use their expertise very effectively. For example the two Year 6 teachers consistently teach very good lessons which influences the standards children achieve. The co-ordinator for music is a skilled musician who has the gift of making children feel they can perform and play instruments well.
67. The strategic use of resources is now very good. Governors know that the agreed school budget reflects prioritised educational developments, seeks to achieve value for money and is subject to regular and effective monitoring. The governing body responds effectively to variations from planned expenditure and ensures that specific grants and other funds are used for their intended purpose, for example that for supporting children with special educational needs or training teachers to extend their technology skills. Governors have indicated that they are clearly informed and receive regular finance information so that they can fulfil their responsibilities well. The audit report is discussed in detail and any recommendations are actioned quickly. Audit information shows that the governing body is operating effectively in relation to its responsibilities.
68. The governors have a good understanding of the principles of best value. They compare the performance of the school with all other schools and with schools of a similar kind. They consult with staff regularly and although there is good consultation with parents with

questionnaires to seek their views as well as discussions at meetings the governors consider that parents are not fully involved in agreeing and reviewing school aims and values. The school recognises that further development is needed. For example, by taking into consideration children's views. This has been started but is at an early stage and the headteacher knows how this can be developed but the planned school council is not in place yet. Governors consider all options very carefully before decision making to ensure that best value is gained from all funds. Given the starting points for many children and the standards achieved by the time they leave school, the good teaching, range of learning opportunities and strong leadership, this is a school providing very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. The school's self-evaluation has already indicated where further improvement is needed and the inspection findings confirm that the school is on the right lines in what it is planning to do. The headteacher, staff and governors should now:

- **improve standards by Year 2, particularly in National Curriculum tests by:**
 - Providing more time for writing;
 - Providing harder work for higher attainers in mathematics;
 - Improving the teaching of oral and mental mathematics;
 - Increasing the amount of work that is done in science, particularly the recording of what has been learnt;
 - Making sure that work relates directly to the expectations of the National Curriculum.

(see particularly paragraphs: 2, 7, 8, 9, 10, 28, 35, 36, 59, 85, 94, 95, 98, 101, 103, 106)

- **improve aspects of the management of the Foundation Stage related to the nursery by:**
 - improving standards in the physical development area of learning,
 - extending the skills of nursery staff,
 - remedying the inconsistencies in the ways that children are managed,
 - ensuring that planning for the areas of learning has clear objectives for what children need to learn.

(see particularly paragraphs: 1, 25, 26, 27, 37, 65, 72, 73, 74, 76, 77, 79, 80)

- **Implement the planned improvements for key staff to have a fuller role in the management of the school by:**
 - extending opportunities for teachers to increase their awareness of the strengths and weaknesses in the subjects for which they are responsible in order that they may plan fully for improvement that will impact on standards;
 - make an opportunity for the deputy head to attend high quality managerial leadership training.

(see particularly paragraphs: 60, 64)

- **When governors are drawing up an action plan they should give consideration to the following minor issues:**
 - Review the organisation of withdrawing some children for additional literacy support, special educational needs and music tuition so that all children, whose parents have not withdrawn them from religious education, take a full part in lessons to which they are entitled.

(see particularly paragraphs: 18, 41, 155)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	81
Number of discussions with staff, governors, other adults and pupils	36

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	18	42	13	3	1	0
Percentage	5	22	52	16	4	1	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	40	307
Number of full-time pupils known to be eligible for free school meals	0	62

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	14	66

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	27

Attendance

Authorised absence	%
School data	5.4
National comparative data	5.4

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)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	28	19	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	21	23
	Girls	13	16	15
	Total	34	37	38
Percentage of pupils at NC level 2 or above	School	72 (82)	79 (88)	81 (92)
	National	84 (84)	86 (86)	90 (91)

		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	21	22	23
	Girls	14	14	12
	Total	35	36	35
Percentage of pupils at NC level 2 or above	School	74 (80)	77 (88)	74 (94)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	31	29	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	28	29
	Girls	23	23	29
	Total	46	51	58
Percentage of pupils at NC level 4 or above	School	77 (63)	85 (67)	97 (79)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	26	28
	Girls	21	24	26
	Total	42	50	54
Percentage of pupils at NC level 4 or above	School	70 (64)	83 (68)	90 (84)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	302	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	1	0	0
Any other ethnic group	2	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13.4
Number of pupils per qualified teacher	23
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	172.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	7
Number of teachers appointed to the school during the last two years	8

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

FTE means full-time equivalent.

Financial information

Financial year	2001/2
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	£
Total income	815,376
Total expenditure	877,045
Expenditure per pupil	2389.77
Balance brought forward from previous year	102,503
Balance carried forward to next year	40,834

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	346
Number of questionnaires returned	138

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	36	4	1	0
My child is making good progress in school.	58	41	1	0	0
Behaviour in the school is good.	59	38	3	0	1
My child gets the right amount of work to do at home.	43	40	11	0	2
The teaching is good.	67	30	0	0	1
I am kept well informed about how my child is getting on.	45	46	7	0	1
I would feel comfortable about approaching the school with questions or a problem.	62	34	4	0	0
The school expects my child to work hard and achieve his or her best.	73	26	1	0	0
The school works closely with parents.	40	52	7	0	1
The school is well led and managed.	52	43	3	1	1
The school is helping my child become mature and responsible.	53	43	2	0	1
The school provides an interesting range of activities outside lessons.	59	27	4	2	7

Other issues raised by parents

The state of the premises was a concern to all those who attended the parent' meeting prior to the inspection and to others. However, the work carried out by the present headteacher on his taking up appointment just two years ago has been much appreciated by parents and they are looking forward to the new building project going ahead soon.

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

70. Children enter the nursery with a broad range of skills, knowledge and understanding. The majority are below the development level expected of children of this age, particularly in social and language skills. A small number are more advanced in some aspects of their development and a significant number need to work in slower steps than a typical child of this age. This is about the same as the last inspection.
71. By the time they reach the end of the Foundation Stage in the reception class, the majority of children are attaining levels in line with national expectations for children of their age. They achieve most of the expected standards in the six areas of learning of the foundation curriculum. Higher attaining children achieve some of these goals before the end of reception and they go on to the early stages of the National Curriculum. Lower attaining children and those with learning difficulties achieve levels that are in line with their personal targets. In the last report only the nursery had judgements about standards so no comparison can be made with these inspection findings about standards by the end of reception year.
72. In the nursery, most children make satisfactory progress in all six areas of learning, excepting some elements of physical development when they are allowed to opt out of important activities. When given consistent guidance, children make good progress in personal, social and emotional development, for example in learning to take care of their personal belongings and behave appropriately. When activities are well planned, children gain basic skills in reading, writing and number work and they increase their knowledge and understanding of the world. In the reception class, most children make good progress in all areas of learning. They make particularly good progress in their personal development and in early literacy, numeracy and information and communication technology skills.

Personal, social and emotional development

73. Most children's personal, social and emotional development is good. In the nursery, they show interest in activities and often become absorbed, for example in running trains along a track. Older children concentrate well and maintain attention for considerable periods of time. The majority of children adapt their behaviour to different situations, such as register time and free play, they work successfully as part of a group or class, taking turns and sharing and developing a sense of being a little community. They learn to look after their personal needs and belongings. Generally, children's behaviour is good, but at times, in the nursery, poor behaviour is uncorrected by staff and dominant children prevent others from benefiting from activities. For example, a child had taken a lot of care in pressing out sand pies and another came along and raked them all out. The member of staff designated to supervise this area was not scanning it sufficiently, so she did not see the incident and the bad behaviour went uncorrected. There was a significant amount of poor behaviour in the nursery due to staff not being consistent about such things as sitting down for the register, being quiet for short periods of time and answering adults politely.

Communication, language and literacy

74. Many children enter the nursery with poor skills in this area, but by the end of the foundation stage the majority have progressed to reach at least a satisfactory level. Progress in early reading and writing skills is better than speaking and listening. For example, children in the nursery frequently take part in pretend-writing activities, such as taking down telephone messages or making shopping lists in role-play. They soon begin to use recognisable letters and write their names. In the reception class they develop this skill and write readable captions to drawings. They use language expressively to create class poems about such things as autumn and fireworks. In the nursery, they listen to stories and re-read these to dolls or fluffy animals, developing early reading skills that are built on in the reception class. At this stage, children begin to use picture dictionaries and information books. Staff teach well basic skills, such as letter formation and phonics. In the nursery, staff do not sufficiently listen to children and develop conversation with them. They do not ask children often enough to explain what they are doing, thinking or imagining. As a result, children's skills in speaking do not advance at the same rate as their other skills in this area. In the reception class, children have some good opportunities to extend their powers of expression, for example by explaining what makes them sad and happy and telling what they know about things in illustrations. In this class, children listen attentively and show by their answers to questions that they have listened and understood what they have heard.

Mathematical development

75. Many children make good progress in mathematical development and reach a good level in some aspects of number work. For example, in the nursery children count correctly to 13 (the number of children in each group) and some can say one before and one after each number. They build up this skill in the reception class, going to 20 and beyond, with more able children achieving success up to 100. Nursery staff use rhymes and games to develop children's understanding of taking away and adding on and in the reception class this understanding is developed to work with number cards, for example reading numbers and adding on small amounts. Children build up their understanding of shape, space and measures in a broad range of activities. For example, in the nursery they play with shape inset boards and in the reception class they name two-dimensional shapes, draw round, cut out and use these to compile pictures of such things as people and vehicles; in both classes they learn to use position words in contexts and they use various interlocking and construction kits to explore three-dimensional space; also in both classes they begin to use size and measure terms, for example in describing bears and measuring and comparing their hands and their heights; in the reception class they begin to classify information, for example illustrating their birthday months on a matrix.

Knowledge and understanding of the world

76. Children explore and investigate in many activities. In the nursery, they show interest and curiosity, but this is not always developed enough by staff, mainly because they have not identified what they want children to learn from activities. For example, children gradually lost interest in an activity to make dough because the member of staff did not ask them questions about the ingredients or the process. Generally, staff do not question children enough, so their curiosity is not developed, nor their thinking extended and they do not learn to ask questions themselves. Nursery children learn to look closely at the things in their outdoor play area and such things as the features of animals in stories. Older children compare and identify similarities and differences in things like the weather and seasonal changes in the environment. All the children build and construct successfully with a good range of materials, for example plastic and wooden bricks. They shape dough and clay and join materials like paper and textiles to make variety of models, such as candleholders, greetings cards and party hats. They use a computer

mouse competently to control icons on a screen, for example children in the reception class drew some good representations of animals to illustrate the story of Noah's ark. They find out about past and present events in the own lives and those of their families and through activities such as dressing up, acting out and tasting food, they begin to know about cultural events such as Christmas and Divali. This area of learning is enhanced with activities like farm visits, pets brought into the classroom and the fire service coming to school.

Physical development

77. By the end of the reception year, children achieve most of the expected standards in this area, but there are weaknesses in the provision in the nursery, due to lack of understanding on the part of staff and poor planning. In outdoor play, nursery children move freely and with pleasure, but their movements are not developed because staff do not identify what they intend children to learn. Some activities are put out that do not extend the children's physical development at all and as this inspection took place in the middle of winter, these were inappropriate for children to undertake outdoors. The reception teacher has well planned physical development sessions, giving children adequate warm up and recovery activities either side of vigorous exercise. Children learn about their bodies and the effect of activity upon it. All the children use an appropriate range of tools and equipment competently and their skill in such activities as drawing, colouring in, cutting, threading, interlocking and shaping with their hands gradually increases.

Creative development

78. Children enjoy a variety of opportunities to explore colour, texture, shape and form, for example painting, collage, modelling and printing. Their work is lively as they swirl and spread paint, squeeze and roll dough, and experiment with construction toys. Staff encourage free-hand drawing and children include many details in their drawings, such as people on a television screen and well shaped ears on a dog. Children sing songs from memory and use their voices in different ways, for example, changing from shouting loudly to whispering softly. Younger children experiment with percussion instruments and older ones beat these in time to familiar songs. Children use their imaginations in many activities, such as 'small world' and role-play. For example, a nursery child makes up a story in the water tray pretending that a container is a boat with a man on going fishing. Older children imagine they are different animals as they move to music. Children have good opportunities to develop their senses, for example smelling and tasting fruit. The school has developed a very good sensory garden with different areas to see, smell, hear and touch and the children love using this.

Teaching

79. Overall, the teaching of the Foundation Stage is satisfactory, but there are significant variations from very good to poor. Teaching in the foundation stage includes the work of the nursery nurses, the teaching assistant and the special needs support assistant. At the last inspection, the quality of teaching was not so varied. Teaching in the reception class is better than in the nursery because staff have a good knowledge of expected standards in all areas of learning and plan the curriculum to promote them. In the nursery there are weaknesses in planning, managing children's behaviour and teaching methods. Overall, staff make a secure, attractive and happy place for children to learn. They establish good relationships with the children and their parents. Teachers plan an appropriate curriculum that includes a good balance of basic skills and interesting topic work and they deploy the nursery nurses, teaching assistant and

special educational needs support assistant efficiently. The teaching in the reception class is significantly better than that of the nursery and this is reflected in the consistently good teaching.

80. Where teaching is unsatisfactory or poor, planning for lessons is not thorough enough because staff are unsure what children are expected to learn from activities. Consequently, children are given activities that occupy them but do not extend their knowledge, skills or understanding. The management of children is inconsistent and, at times, poor behaviour goes uncorrected. Teaching skills and methods are not well developed, particularly listening carefully to children and developing conversation, asking questions that probe their understanding and increase their powers of expression.

ENGLISH

81. Despite several staff changes since the last inspection, standards in English have been maintained throughout the school. From a low base when they enter the school, children reach average standards by Year 2 and above average standards by Year 6. National test results do not reflect the attainment standards seen in lessons and in the children's workbooks. This is mainly because of two factors. The good standards of speaking, listening, reading and use of letter sound skills in the school are not matched by the children's writing ability and the percentage of children achieving the higher levels in tests is lower than average. Eleven year olds reach standards that are higher than children in similar schools and they also perform well when compared with their own attainment when they were seven.
82. By the age of seven, children's speaking and listening skills are developing well, they show enthusiasm and interest in their lessons and contribute to discussions. They listen attentively in a range of situations and can retell a story, describing the characters in detail with many suitable adjectives. By the age of eleven, most children can express their opinions clearly and maturely. They can analyse and construct effective, balanced arguments and understand that people have different points of view. When they plan a letter to the local council, objecting to the building of a supermarket on a local playing field, children predict the impact it will have on their family. More able children include conditional phrases such as 'should there be'. They sustain concentration, speak confidently, and their oral skills are very good.
83. Children's skills in using alphabet letter sounds in reading are developing well by the age of seven. This supports their reading which is typical for their age. In the literacy hour sessions they enjoy spelling words with similar sounds, picking out differences such as 'er', 'ir', and 'ur'. They practise reading regularly, and try to include intonation and expression. They change their voices when different characters speak. Children take reading books home to show their parents what they can do. Throughout the school, a personal organiser is used to record reading and other homework, and teachers and parents add comments on the child's effort and attainment.
84. Most eleven year olds have good reading skills that enable them to skim and scan articles. They can draw conclusions from a variety of texts and refer back to the book to justify what they say. Most children are able to find information from reference books or by using information technology. They study the 'blurb' before selecting a book and are able to read aloud fluently, with good expression. Older children have an excellent range of technical vocabulary associated with literacy and know, for example, how to make comparatives and superlatives from adjectives. They also know the spelling rules for these. In a short, timed task, working in

pairs, nine and ten year olds described an apple as ‘the greenest, juiciest most delicious apple in the world.’

85. At the age of seven, many children attain a standard in writing that is lower than that expected for their age. They enjoy listening to music whilst practising the formation of letters by writing with their index finger in the air. They learn how to join some letters when they read and spell phonemes but they generally print when they write on worksheets or in their books. Children try hard to write neatly, with appropriate spaces between words. They know that sentences should begin with a capital letter and end with a full stop but they all need more practise writing their own sentences. By the age of eleven, the standard of children’s written work is good. There is also evidence of older children’s extended written work in other subjects such as history, both on display and in their folders and books. Children’s initial attempts at writing in their jotters are revised with more interesting vocabulary, powerful verbs and descriptive phrases. The examples of final drafts are often of a high quality and show much improvement. Sometimes the final draft is word- processed and photographs and pictures are scanned to illustrate the work. More opportunities for extended writing, requiring a sustained effort over a longer set time will help to improve the standard of the unaided first draft.
86. Children of all ages have a very positive attitude in their lessons and their behaviour is very good. They are enthusiastic and keen to answer their teacher’s questions. Older children make sensible contributions in discussions and work well in groups. They try to complete tasks they are set in the allocated time and are aware of presentation and what they need to do to improve their work.
87. The overall standard of teaching throughout the school is good and there were no unsatisfactory lessons observed in English during the inspection. In lessons for children aged seven and under, all teaching was judged to be good and the teaching of phonics was particularly good. Resources such as ‘big books’ with the traditional story Puss in Boots were used well, with the children and teacher reading the text together.
88. In lessons for children aged from seven to eleven years, teaching was judged to be good in half the lessons and very good or excellent in the rest. This high quality teaching results in very good learning, particularly for the oldest children where lessons move at a brisk pace and no time is wasted. They use the format of the literacy strategy to advantage and children understand what they are expected to learn in the lesson. Lessons are challenging, often the enthusiasm of the teacher is infectious and children respond well.
89. Throughout the school, teachers plan lessons carefully, with work that is usually matched to children’s needs. In some lessons though, a greater number of children could be given the more challenging targets already set for the more able. This would help to increase the numbers reaching the higher levels both at the age of seven and eleven.
90. Teachers make regular checks on progress and their marking of children’s work in all classes is good. Encouraging comments are made in lessons and in writing on children’s books. They also set regular targets so children know what they must do to improve.
91. Children with learning difficulties, who are withdrawn in small groups by teaching assistants for additional literacy support, make very good progress. However, some classes have a large proportion of children with special educational needs and often there is no extra adult to help them in lessons. There are few voluntary helpers in the school and the number of teaching

assistants is low. Where children have individual support because of special educational needs, the quality of that support is usually very good.

92. Drama is included in many lessons and children, familiar with the 'hot seating' technique, enjoy making impromptu contributions. Homework is set regularly but not always completed. Where there is good parental support or self-motivated children, and work is returned, it is marked conscientiously by the teacher.
93. Resources available for English lessons are good. There is widespread use of whiteboards and a good range of high quality books for group and individual reading are available in all four of the school buildings. There is an appropriate balance of fiction and non-fiction books in the two libraries and they are in good condition. The main reference library is situated near the information and technology suite and children readily seek information from several technology sources such as the Internet
94. Regular checks on progress in English is well established and the results of optional and statutory National Curriculum tests are carefully analysed. Overall, management of the subject is good and the school has identified areas where there is room for improvement and the raising of literacy standards is a priority. To improve standards further, children of all abilities need more regular practise in writing and the more able children need extending with more challenging work, particularly in the classes of younger children.

MATHEMATICS

95. Most of the children in Year 2 attain standards that are average in numeracy and most areas of mathematics other than data handling. The majority are in line to reach the required level in the National Curriculum tests later in the school year. Very few children, approximately 10 per cent, are in line to reach higher standards, which severely depresses the school's performance when compared with other schools. At present, standards are similar to those in 2002 when results were well below average in comparison to all schools nationally and to schools in similar contexts. One reason for the low standards is the high proportion of children in Year 2 with learning difficulties. For example, in one class more than 30 per cent are in this category. However, the reason so few attain higher standards is because the more able children are not challenged with work that is difficult enough. There is also too low an expectation of what these children can do. Consequently, the majority of these children have not reached the targets in mathematics appropriate for this stage in the school year. For example, few are able to recall mentally the addition and subtraction facts to 10, which is an early number target for Year 2. Attainment in oral and mental mathematics is particularly weak. There is no improvement in standards since the last inspection.
96. Standards reached by Year 6 children in numeracy and all areas of mathematics are above average. This reflects the very good progress they make between the ages of seven and 11 and is a testimony to the high quality of teaching at Year 6. A significant number attain levels well in excess of those expected of 11 year olds, especially in oral and mental work. For example, in the very secure understanding and using the equivalencies of fractions, decimals and percentages which is a target for children of secondary school age. These levels reflect the results of the 2002 National Curriculum test results. In these the performance of eleven year olds was well above those of all schools nationally and very high when compared to similar schools. There is no significant difference in the performance of girls and boys. There is a significant improvement in children's oral and mental skills since the last inspection.

97. Children with learning difficulties make good progress. The work they are given is well matched to their abilities and needs. For example, in a Year 3 class the teacher uses a well-structured practical approach, which enables a group of these children to add amounts of money and find change.
98. Most children in Year 2 understand the place value of numbers to 100 but are not competent with numbers to 1000. A minority can work out the addition of two digit numbers accurately but few have quick recall of addition and subtraction facts to ten or the 2 times table. The majority can recognise and describe odd and even numbers and recognise a basic number pattern when identifying all the numbers, which add up to twenty. They know what ‘measure’ and ‘estimate’ means, can name common two and three-dimensional shapes but are unsure of properties such as sides and corners. None of them currently understand ‘angle’ as a measurement of turn and there is little evidence of their competence in data work such as compiling graphs and extracting and interpreting information.
99. Children in Year 6 have a very good understanding of the place value of numbers. Almost all use fractions, decimal fractions and percentages confidently and accurately in the context of number, money and metric measure. Most have very good mental recall of multiplication tables and in using strategies such as halving, doubling, rounding and partitioning numbers to find answers and in explaining their methods. For example when challenged to use four different ways of multiplying numbers together. They know the main properties of shapes and know how to find perimeters and area. Almost all know how to represent information on bar, pie and line graphs and can extract the information they need from these. They understand probability by investigating the likely and unlikely outcomes of number investigations such as dice rolling. Their oral and mental skills are particularly good especially in the workers, to compare occupations with now and then. Children draw pie, block and line graphs in geography to record methods of travelling to school.
100. The overall quality of teaching is good. It is consistently very good with some excellent teaching in Year 6. Most teachers have a sound knowledge and understanding of numeracy and mathematics. They make sure that children know exactly what they are expected to learn and set tasks to enable these aims to be achieved. For instance in a Year 1 lesson when children learned how to put numbers up to 100 in their correct order. The lesson opened with a brisk enjoyable oral session, which inspires the children to work hard to complete their written task and concluded with a challenging number activity to consolidate the learning.
101. However, the oral and mental teaching in several lessons, for instance in Year 2, lacks the pace to rehearse, sharpen and develop mental skills. The high quality of this is a major factor in the very good learning in mathematics in Year 6. Here it is recognised that the ability to calculate mentally lies at the heart of success in numeracy. For example in lessons when quick fire questions, time targets in which to work out answers and opportunities for children to explain, results in very good learning. By the end of these sessions children in one lesson have acquired new skills in multiplying and dividing decimal numbers by 10, 100 and 1000 and, in another, how to partition decimal numbers to divide them by 50.
102. Children’s positive attitudes and sensible behaviour in mathematics lessons is confirmation of teachers’ very good management skills. This is also helped by the efficient way in which resources are used and organised which allows children to settle quickly to their written tasks. Homework is used effectively to support work in lessons but information and communication technology is not yet used often enough to support learning. There are also sound methods in

place to check children's progress in lessons and revise future plans if certain topics need further teaching. This is often undertaken in the 'coming together' periods towards the end of the lesson. This is effectively dealt with in a Year 5 lesson which consolidates learning, verifies children's achievement of the learning goals and revises the understanding of new words such as 'factors, product, square numbers'

103. The main elements in teaching, which distinguish between the lessons which promote very good learning and those in which it is less than satisfactory for some children, are in the level of challenge and expectation. For instance, when new skills, knowledge and understanding result from children in Year 6 being challenged to find different ways of finding answers to questions such as dividing 123.5 by 50. The teaching is rich in oral content, it is interactive and lively. Children are encouraged to use their own methods, are set a time target in which to complete their tasks and are taught how to learn from their own errors. In contrast challenge and expectations are low in Year 2 lessons when they are finding numbers, which add up to 10. In these, tasks, particularly for the more able, are not difficult enough, children produce very little work because they are not given a target to work towards and too often spend time working out problems using written methods which they are capable of doing mentally.
104. The co-ordinator for mathematics has been in post since the September 2002. He is currently involved in finding out about the strengths and weaknesses in the teaching of the subject. He has established a very good system for checking the progress of children as they move through the school and using the analysis of test results to identify areas of weakness which need further teaching. Future plans include the development of a whole school approach to teaching numeracy, which aims to improve mental skills. Resources, other than programs for using information and communication technology in mathematics, are good. The National Numeracy Framework is well established although it is sometimes used too rigidly. For example, in a lesson when children spend too much time laboriously drawing number lines to add 49 to other numbers when many can do this mentally.

SCIENCE

105. Standards by Year 2 are better than indicated by last years teacher assessments but are still below average and are not as good as standards in the last inspection report. By Year 6, standards in science are above average reflecting the teacher assessments for last year and the standards identified in the previous report. Those children with learning difficulties are supported in lessons, particularly to help them understand tasks and they make good progress towards the targets identified for them. Faster learners have tasks extended so their interest is maintained.
106. It was only possible to observe one lesson of science in the Year 1 and 2 classes, but other evidence from children's work indicates that there is just not enough written evidence of science and, in particular, very little evidence of the investigative and experimental work. In the one lesson seen children were investigating how large toys moved. Most children understood that they moved by pushing and that in order to move them faster they must push harder. However when the children came to record their investigation they were hampered by the difficulties of having to draw a bicycle or tricycle and had little time in the lesson to record the scientific understanding that they had learned. Although it was planned to introduce the notion of fair testing in the next lesson the higher attaining pupils could well have been asked to consider this as part of their investigation.

107. In Years 3 to 6, the children have a much better understanding of the need to reduce variables in order to make their experiments a fair test. This was seen in the Year 4 class when children were testing which materials were best from preventing an ice-cube from melting. The children identified that they must wrap the ice cube in the same size of material; they must store them in the same place in the classroom and must check progress regularly. In a Year 6 class children were investigating which surfaces offered the best reflective property. They were given the materials to conduct the investigation but not told how to do it. They had a good understanding of the need to reduce variables and to ensure that the experiment was conducted as fairly as possible. The children discussed the problem at length and developed some interesting ideas.
108. There were not enough lessons seen in the infant classes to make an overall judgement about the quality of teaching but in the one lesson seen teaching was satisfactory. In Years 3 to 6, teaching was good and often very good. Teachers have a good knowledge of the subject and plan interesting and challenging lessons, which immediately gain the attention of the children. The lessons are well prepared and children have a very good idea of what is expected of them both in terms of the task and of the work output. Most of the lessons are taken at a good pace to ensure that learning time is maximized and children are kept on task by the expectations of teachers and by their desires to finish the tasks successfully.
109. Generally there is a good balance between teacher input and pupil activity and this ensures that pupils are kept interested. In one lesson the teacher input was rather too long and pupils became restless and behaviour began to deteriorate. Teachers are very concerned to develop a good scientific approach and therefore give pupils every opportunity to investigate and experiment. Good use is made of information and communication technology for creating tables and spreadsheets and in one lesson very good use was made of a computer driven microscope which was used in conjunction with a projector to display magnified images of the inside of a mouth. The use of this technology certainly excited the children and engaged their interest and was very efficient in making the point about tooth decay.
110. The co-ordinator for the subject makes good efforts to promote the subject and to raise standards. He is aware of the need to raise standards by Year 2 and plans are in place for him to observe the work of other teachers in the school.

ART AND DESIGN

111. Standards have been maintained since the last inspection and are mainly typical for children by Year 2 and Year 6. There is no significant difference in the attainment of boys and girls. All groups of children achieve success and make good progress. Those children with learning difficulties are supported in lessons if it is really needed but they are encouraged to do as much as they can without aid. Faster learners have tasks extended so their interest is maintained. Most children manage to complete the task by the end of the lesson.
112. Although it was not possible to see any lessons at Years 1 and 2 children discussed their work and clearly enjoy the range of activities that teachers provide. They draw, paint, use pastels or make collage pictures with lots of different fabrics. They have a good understanding of how to mix colours, readily explaining what impact adding white creates to the colours they have mixed. By Year 2, the skills of brush control and colour mixing are developing well. Children are learning to use the right kind of pencils for shading to improve their drawing, they create rubbings from wood grains which results in them making string blocks for printing. Standards in

printing received adverse comments in the previous report but the use of natural materials, such as leaves, in printing produced some good outcomes.

113. In Year 3, children are introduced to sketch books and these are used in all classes to Year 6. Observational drawings are good, they concentrate on using shape and colour and have examined the sculptures of Henry Moore. The theme of exploring dreams at Year 4 had heightened children's awareness of the way visual effects can be created using sound, light, costume and camera. Challenging tasks included making a visual plan of a dream story, using tone and shape to create atmosphere. Some good work to teach a better understanding of design was happening in lessons as children explored a variety of chairs and investigated similarities and differences in design. By Year 6 children were studying people in action and used drawings to record figure shapes. Visual effects are used well to show movement. Children adapted the work methods of artists and photographers for their own purpose. Very good learning took place in Year 6 lessons with children given the challenging task of designing a hat suitable for the Victorian period. Some good designs were produced in sketchbooks that were sufficiently detailed to take them to the next stage of exploring the wonderful range of present day fabrics.
114. Since no lessons were seen at Year 1 and 2 no overall judgement is made about the quality of teaching. At years 3 to 6 teaching is generally good and sometimes very good. Some excellent teaching was observed at Year 6. Planning is well thought out and teachers build systematically on children's skills. Activities are planned to enable all children, whatever their ability to be successful. Explanations are clear and readily understandable so children understand what they are going to do and what the teacher expects them to achieve by the end of the lesson.
115. Some teachers are inspirational and challenge children to work hard and make very good creative efforts. At Year 6 teachers' enthusiasm permeates the class and the good working relationships established make children eager to do the best they can. A task such as designing hats is found to be both exciting and challenging and they work co-operatively, discussing, deciding and using imagination well. There were many hats for exploring but children did not abuse this opportunity by trying them on and behaving in a silly fashion. Instead they examined them closely made notes and talked about what they were going to do. They showed a mature approach to the work. The excellent use of demonstration by the teacher was very successful because children succeeded in quickly getting ideas onto paper so there was a reference point before tackling the more exciting task of choosing materials to make their designs.

DESIGN AND TECHNOLOGY

116. By the end of Year 2 standards are in line with national expectations of children of this age and by the end of Year 6 children have progressed to a good standard. The practical nature of the subject enables children with learning difficulties to make progress that is at least satisfactory and often good. Since the last inspection, standards at the end of Year 6 have been maintained, but standards at the end of Year 2 are not as good as they were then.
117. By Year 2, children use their experience of equipment, materials and techniques built up in the foundation stage to generate ideas. They reflect on these and suggest improvements. For example, children in Year 1 make fruit salads, deciding beforehand what they will put into them and deciding afterwards what they will leave out next time and why. Children use a range of methods to assemble and join materials, such as split-pins, string, sticky-tape and glue. They make judgements about their work, identifying what works well and looks good. They have

insufficient opportunities to investigate products to learn how they work and evaluate how suitable they are for their purpose.

118. By Year 6, children making shelters generate preliminary drawings and use these as working drawings, jotting and amending them as their work progresses. Those making pencil cases and purses draw their designs carefully and label them with materials, tools and processes to be used. Another class who have made photograph frames find that some of these will not stand, so they re-design the supports at the back of the frames. As their knowledge and skills increase, children's work becomes more detailed and finished to a higher standard, for example they are able to use several different stitches and embroider a name on their sewing. In making gifts, they recognise that users have views and preferences and take these into account. They have insufficient opportunities to investigate and evaluate products for fitness for purpose.
119. The quality of teaching in those lessons observed was good. Teachers enable children to develop their knowledge, skills and understanding of materials, tools and processes. Lessons are practical and successfully engage children's attention. Teachers assess children's work as it is underway and when it is completed against the level descriptions of the National Curriculum and they use information from assessment to plan the next steps in teaching. Adequate safety instructions are given, but teachers do not sufficiently involve children in evaluating hazards and risks themselves.
120. The curriculum includes all the statutory elements in an appropriate balance. Basic skills are systematically developed and the subject is well linked to other areas of the curriculum, for example children make sugar mice in baskets linked to their work in history and they make three-dimensional models linked to their work in art. Much work is undertaken in pairs or small groups and this makes a positive contribution to children's social development.
121. The co-ordinator is new to the post, but he has already written a policy document, compiled a scheme of work, begun a file of examples of children's work and begun monitoring and evaluating the subject. He has a clear and appropriate view of how the subject should be developed.

GEOGRAPHY

122. Although it was not possible to observe any lessons in the infant classes, evidence from children's work indicates that standards are typical of those found in other schools. Standards by Year 6 are also typical for their age. There is no difference in standards between boys and girls and children with learning difficulties show good interest in geography and make good progress towards their personal targets. Standards in the subject have been maintained from the last inspection.
123. As no lessons were seen in Years 1 and 2 no judgement will be made about the overall quality of teaching. In the junior classes teaching is good and occasionally very good. Teachers plan interesting lessons and have good knowledge of the subject. This was seen in the Year 6 lesson in which the pupils were investigating the reasons for the degeneration of Worksop and the subsequent regeneration. The teacher possessed very good knowledge of the local area and was able to use this knowledge to keep pupils interested by constant references to particular local features. Similarly in a Year 4 lesson the teacher used aerial photographs of the local area and her local knowledge to generate and sustain pupil's interest. In all lessons resources were used effectively to enhance learning and to maintain pupil's interest. The teachers were very

effective in using questions to draw out pupil's previous knowledge and understanding and building new learning securely on it.

124. Teachers give due emphasis to using geographical skills of and take every opportunity to extend pupils learning. They also make good links with other subjects such as history. For instance, in the lessons on the regeneration of the local area good links were made with the history of the local area, which was part of the children's work in history. The children are very interested in the subject due largely to the activities provided. They display very good attitudes and have very positive responses to the teacher's questions. This is due largely to the enthusiasm and knowledge of the teachers and to the expectations of the teachers in terms of work output and behaviour.
125. The co-ordinator is enthusiastic and very aware of what needs to be done in order to improve the standards in geography, which must include observing the work of other teachers.

HISTORY

126. The standards achieved by children since the last inspection have improved throughout the school. By Year 2, children have made good progress and reach levels higher than those expected for their age. They show a good understanding of chronology and compare aspects of life now with those a hundred years ago. They know how to identify both similarities and differences between a vintage car and the latest models. Through studying old photographs and taking part in role-play, using goggles and protective clothing, they can understand and discuss the need to wrap up well when driving an old open car. They note similarities such as the wheel axles and are fascinated by the steering stick.
127. This good progress continues and when children are eleven they reach standards well above those expected for their age. Using a range of sources, they are able to make sensible deductions about changes in Worksop since the beginning of the last century. Comparing photos of old street scenes with recent ones, they are intrigued by the different fashions, ways of transport and changes to buildings. Studying the architecture, one boy asked in dismay, 'What have they done to our town?' Children are familiar with finding out about a topic from the Internet and understand that it is a good source of information for this subject.
128. Children with learning difficulties make good progress in history, as much of the work is oral or visual. They benefit from extra help in discussing and recording their work. However, sometimes children miss lessons because they are withdrawn for additional literacy support.
129. In the small number of lessons observed at Years 1 and 2 the quality of teaching was very good. The teacher's excellent questioning skills enhanced the children's learning, for example, when they studied the differences between a Victorian kitchen and their own at home. Children used new vocabulary such as 'larder' in their answers and remembered that breakfast porridge was cooked overnight on the kitchen range. The teaching of children from Years 3 to 6 ranged from satisfactory to very good and was good overall. Lessons were planned carefully and good use made of local facilities such as 'Mr Straw's House', now preserved by the National Trust. Excellent use of artefacts inspired the children as they experienced the restrictions of a gas mask on their faces and felt the cold thrill of the loud air raid siren in their classroom. Teachers use attractive displays of children's writing, and photographs of them in period costume to reinforce what they have learned on their educational visits to the Jorvik Centre in York or the Tudor Old Hall at Gainsborough. Children are keen to talk about these experiences and have great enthusiasm for history. Their behaviour in lessons is very good and they enjoy using reference books, biographies and the computer to search for information. Teachers do keep checks on progress but are not using the information well when planning lessons. Teachers make good use of national guidance to plan history work, which strongly supports the children's learning in English.

INFORMATION AND COMMUNICATION TECHNOLOGY

130. At the last inspection standards in information and communication technology were unsatisfactory in the Year 1 and 2 classes and well below average from Years 3 to 6. There has been a great improvement and the school has worked extremely hard and successfully to improve the position. Now standards by Year 2 are similar to those found in most schools and by Year 6 most children are achieving standards that are at least typical for their age with some doing better. There is no difference in standards between boys and girls and children with learning difficulties show good interest in information and communication technology and they

achieve in line with their personal targets and make good progress. This change has come about following a major investment in resources, machinery and staff training and has created a situation where information and communication technology is no longer a weakness but is rapidly becoming a strength of the school.

131. In the Year 1 and 2 classes most children are very confident in using aspects of a word processing, changing font style, colour and size. They are able to select word art and create imaginative titles for their work. They program a simple robotic toy to make it move along a predetermined path and use a graphics program to draw and paint pictures adding appropriate text. They are able to retrieve, amend and save their work. Some children have begun to use the Internet.
132. By the time they leave the school most children are very confident and competent users of information and communication technology. They understand the need to be precise in their choice of words when using the Internet. They send and receive e-mail, sometimes using it to e-mail homework to school. They create a program that will control a set of traffic lights so that the lights continually operate in sequence. They use data-bases to record scientific experiments and use spread -sheets to solve mathematical problems. They have used sensors to measure light and temperature and some children have used the computer to create a multi-media presentation to new parents.
133. The quality of teaching is good and occasionally better. Lessons are well planned and organised and capture the interests of the children from the outset so that there are rarely any problems with discipline. The teachers are generally confident and knowledgeable about the subject and even when they are not so confident the presence and help of a trained classroom assistant enables the teacher to deal with any queries or technical problems. The contribution made by this classroom assistant cannot be overstated for she has made a very valuable contribution to the development of information and communication technology throughout the school. The teachers use a wide range of challenging but appropriate programs and hardware, which the pupils find stimulating and interesting. As a result the pupils are keen to make progress and take pride in finishing the tasks set. Lessons are taken at a good pace and time is used well with teachers ensuring that new knowledge and understanding builds securely on what pupils already know and understand. Time is allowed at the end of each lesson for the teacher to gauge the level of understanding and learning and this information is used to plan the next lesson.
134. Information and communication technology has developed well as a subject in its own right but further to this it is becoming a vital element in many other subjects. The co-ordinator has made good efforts to develop the subject aided by several other teachers in the school. All staff are trained and the co-ordinator tries to ensure that any new software or hardware is accompanied by further training. The headteacher has written a very challenging development, plan which sets out the future development for information and communication technology. The school as a whole is committed to further improvement and to raising standards still further. Given the enormous strides that have been taken in the last two years there is no doubt that the school will achieve its ambitious goals.

MUSIC

135. There was insufficient evidence to judge standards at the end of Year 2, but by the end of Year 6 children achieve standards that are typical of children of this age. Children with learning

difficulties show good interest in music and they achieve in line with their personal targets. These standards have been maintained since the last inspection.

136. By Year 2, children sing a variety of songs tunefully and show an awareness of pitch, duration, dynamics and tempo. For example, in hymn practice they sing high, low, loud and soft and they repeat and copy rhythms. They listen and respond to music well and talk about music enthusiastically, naming and describing some types of music and giving personal likes and dislikes. They use simple percussion instruments to accompany songs and create short compositions.
137. By Year 6, children sing tunes accurately, varying the speed and volume, sustaining and shortening notes, developing control of diction and other musical elements, such as breathing and phrasing. They respond well to music, identifying different character and mood, for example in French and Russian music. They write about music sensitively and use percussion instruments imaginatively to create short compositions which they record using symbols. A good number of children play recorders, guitars, violins, clarinets and flutes, they learn to read music and reach a good level of competence. Many children join the school choir and develop their awareness of audience and occasion by performing in school, at the local musical festival and for local senior citizens. The regular school concerts are a highlight of school life.
138. The teaching of music in the lessons observed was good. Teachers were knowledgeable and enthusiastic about music and they enabled children to improve their ability to describe and perform music. Teachers plan collaboratively, sharing ideas and expertise and developing good opportunities for children to use and appreciate music across the curriculum. For example, children use percussion instruments to describe how mini-beasts move and they compare the music of the 50s, 60s and 70s in connection with a history topic. Teachers assess music informally against the level descriptions of the National Curriculum and they use assessment in deciding what should be taught next.
139. The music curriculum includes all the statutory elements in an appropriate balance. Basic skills are systematically developed and the subject is well linked to other areas of the curriculum. Very good extra-curricular and enrichment activities are provided, such as instrument tuition, visits from musicians and school performances for parents. Music activities, such as reflecting on music listening and making music in groups, classes and as a school, make a positive contribution to children's spiritual and social development.
140. Music is well led by a knowledgeable musician who is able to enrich the school's provision with concert quality performances on the piano. He has begun to evaluate the teaching and learning of music and is developing a supportive file of guidance and examples of children's work. Following the last inspection the school increased its multi-cultural music resources and children now listen to music and use simple instruments from many cultures. A focus on local heritage music would further enhance provision.

PHYSICAL EDUCATION

141. Children's standards in physical education at Year 2 are typical for children of this age. Although children reach standards by Year 6 in gymnastics and dance, which are typical for age those standards in games and swimming are higher than those expected at this age. Standards in table tennis are very high. The school has maintained the standards described in the last inspection report. There is evidence of some improvement in gymnastics in which a notable

- number of older children are performing at above typical levels. For example, when working with a partner to perform a variable sequence of gymnastic movements. There is no significant difference between the standards between boys and girls. Children with learning difficulties perform well in physical education and most of them reach typical standards for their age.
142. Younger children show sound co-ordination and agility in travelling, being still, finding space and using it safely when performing floor activities. They develop a range of skills and actions such as balancing, taking off and landing, turning and rolling. In the Year 1 and Year 2 lessons they show they can choose and link skills and actions together to perform a simple sequence. They understand how to match their movement to simple criteria such as shape, speed and direction.
 143. Older children create and perform a succession of movements working with a partner, which include variations in balance, turning and travelling. They understand terms such as 'fluency' and 'dynamics' and know how to improve by weighing up their own performance and that of others. The quality of gymnastics would be improved if more attention was given to posture at the beginning and end of an activity. In games they show good skills in throwing and catching and applying tactics for attacking and defending. Many children play table tennis to a very high standard showing excellent eye and hand co-ordination, agility and an above average grasp of tactics when playing the game. The oldest children take part in outdoor activities such as orienteering, rock climbing and canoeing during the annual residential visit to Wales.
 144. The overall quality of teaching and learning is good. Lessons invariably begin with a warm-up session and with reference to health issues. Children are taught about why physical activity is good for health and well-being and in all lessons there is appropriate attention to safety issues. Lesson plans show teachers have good knowledge and understanding of teaching physical education. In a Year 2 lesson, for example, the well-structured teaching led to continuity, interest and good learning as children combine movement to music in response to the story of 'Penguin Small'.
 145. There is a good level of challenge and expectation in lessons. For instance where teaching is very good in a lesson with older children. In this the teacher shows skill in developing children's own ideas. This leads to very good learning. By the end of the lesson their movements with a partner have fluidity, their shapes are well matched and they travel from one activity to the next in a carefully controlled manner.
 146. Children show interest and have sensible attitudes to physical education because teachers make effective use of resources and manage the children very well. This is shown in a netball lesson on the playground on a cold and windy afternoon. The continuity in the lesson, the variety of activities and the quick access to hand balls inspires the children to keep active and work hard. They learn new ways of throwing and catching a ball and netball skills such as the importance of foot placement and dodging.
 147. Overall resources for physical education are satisfactory although those for table tennis are very good. Lessons indoors are restricted to a certain extent by the multi-purpose use of the hall. This means that chairs and table for dining are stored there and this limits the level of vigorous activity that can be undertaken. Outdoors the playground is uneven and the field inadequate in size. The subject is well led by a knowledgeable co-ordinator. The wide range of extra-curricular activities enhances standards in games considerably. The need to improve the provision for dance has been dealt with through a training programme for teachers.

RELIGIOUS EDUCATION

148. Standards have been maintained since the last inspection and are mainly typical for children by Year 2 and Year 6. There is no significant difference in the attainment of boys and girls. All groups of children achieve success and make good progress. Those children with learning difficulties are supported in lessons and faster learners have tasks extended so their interest is maintained. Standards are in line with the expectations of the Nottinghamshire Agreed Syllabus.
149. At the last inspection standards by Year 2 were satisfactory but work tended to dwell on Christian traditions and stories. This has improved and by Year 2 children are beginning to understand that people who live in this country may belong to different religious groups and have different beliefs and values that are important in their lives. Samples of written work show that children have produced some good work about such rites of passage as baptism in the Christian church, what it means to belong to a family or to be special and the importance of promises. Some work of more able children was of very good quality such as extended writing about the nativity story. One book of nine pages used illustration well to support the story writing which showed a very good knowledge and understanding of this early event in the life of Jesus.
150. In lessons the same topics were taught at Year 1 as those at Year 2. However, lessons were not so detailed and teachers modified the topic according to the children's stage of learning. During the inspection both Year groups were learning about the role of Moses through the story of his encounter with God at the burning bush. The younger children listened attentively to the story and have a growing understanding of what it means to be a leader applying it to their everyday lives. They commented about leaders they know such as the headteacher and football personalities such as David Beckham. However, the idea of being chosen as a leader by God was too difficult for them and the teacher quickly moved the lesson to the story session. By Year 2, children are involved in discussion, exploring the meaning of 'leader' and draw out the characteristics of a good leader. As with the younger children their responses are those relevant to them and tend to dwell on school or the world of celebrities. Children make good responses when discussing some elements of the story such as taking off shoes to show respect and express their thoughts and feelings when sharing how they would feel if they saw such a phenomenon. These older children are learning about religious groups using sacred books and are introduced to the Torah extending their knowledge about Judaism and the way this scroll is used. They are beginning to realise that they should respect what religious groups in this country value and why.
151. By Year 6 children have extended their knowledge and understanding of world religions and know which are the principal ones practised in this country. Samples of work showed how children learn about a world faith by building on their knowledge and understanding as they move through the school. They have a sound knowledge of Hinduism and talk about the ways that people worship God in many forms, using artefacts to explain about the range of gods and goddesses and how each is seen as special in a different way. Some interesting work on Christianity related to expressing beliefs through music and older children understand how Christian music draws on the writings of the Bible. They have made good attempts to write their own hymns to extend their understanding. When learning about Islam they know that not all faiths use or value music. Children realise that not all world faiths have the same beliefs but now they have a better knowledge of those that are similar such as worshipping one all powerful God and using a sacred or holy book during that worship. Knowledge of Buddhism has focused on the statues of Buddha, what they represent and the use of hands to communicate feelings and ideas. In lessons work related mainly to Hinduism and Islam and progress was good. The use of two short half hour sessions, even when taught well, does restrict the progress that

children can make because they are often at the point of showing a readiness to work hard when the next task has to be left until the next lesson. This organisation, particularly at Years 5 and 6 is in need of review.

152. The quality of teaching ranged from very good to unsatisfactory but overall it was good. The planning of lessons is mainly good and teachers have thought carefully about the way that they want the lesson to progress. All lessons included discussion and teachers tried to get children involved by asking questions that made them think and giving appropriate praise for effort.
153. Most teachers have a better knowledge of the subject than they did at the last inspection and consequently talk to children about ideas they understand. Most lessons were introduced well and children understood the topic, building on knowledge and understanding that they had already acquired. However, in one class the change from one lesson to another happened too quickly and some children left the room so the lesson did not get off to a good start and children were unsure of what was happening next. Occasionally some children lost interest and took no part in discussion but spent time quietly chattering and playing with objects on the table. This was not always noticed because the children were grouped in such a way that the teacher was unable to see what was happening so this behaviour went uncorrected and learning was unsatisfactory.
154. In the better lessons children had very good attitudes to the subject and were eager to learn. A quick recap on the previous lesson soon brought everyone up to speed and the very good relationships established make children confident and they respond well. Particularly effective use of resources was seen in both Year 4 and in Year 6 lessons, which maintained interest and resulted in very good concentration. The use of wedding photographs where the teacher used her own family's experience of a civil wedding followed by a Hindu wedding helped children to understand how difference can be celebrated. The children who showed great interest in Hindu traditions posed some very good questions. In the Year 6 lesson although good use was made of such artefacts as a prayer mat even better use was made of a human resources since one child was a member of Islam and helped others with pronunciation, extended glossary, added spelling information and explained pilgrimage to Mecca.
155. Since the comments of the last inspection report the co-ordinator has made good efforts to improve the subject by supporting colleagues, providing more artefacts, books, posters, videos and photographs and observing teaching and learning in other classes when given time. However, at present no written records are kept to which teachers can refer when trying to improve their skills. Although the co-ordinator is aware that some children leave religious education classes for music tuition, additional literacy support and special educational needs sessions she tries to ensure that such withdrawals do not constantly affect this subject. However, staff or governors, with a view to ensuring that all children have access to this subject to which they are entitled, have not yet discussed it.