

# INSPECTION REPORT

## **STANHOPE PRIMARY AND NURSERY SCHOOL**

Gedling

LEA area: Nottingham

Unique reference number: 122715

Headteacher: Mr A Marriott

Reporting inspector: Mrs S Vale  
22476

Dates of inspection: 23 - 26 June 2003

Inspection number: 248381

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	County
Age range of pupils:	3 -11 years
Gender of pupils:	Mixed
School address:	Keyworth Road Gedling Nottingham NG4 4JD
Telephone number:	0115 955 3440
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Appropriate authority:	Governing body
Name of chair of governors:	Mr R Kirkwood
Date of previous inspection:	8/12/1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22476	Mrs S Vale	Registered inspector	English Art and design	Educational inclusion How well are pupils taught? English as an additional language How well is the school led and managed? What should the school do to improve further?
11392	Dr T Heppenstall	Lay inspector		Pupils' attitudes values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
30691	Mrs K Yates	Team inspector	Science Design and technology Physical education Religious education	How good are the curricular and other opportunities offered to pupils?
20244	Mr D Morgan	Team inspector	Mathematics Information and communication technology Music	How high are standards?
26519	Mrs M Hatfield	Team inspector	Foundation Stage Geography History	Special educational needs

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

### **INFORMATION ABOUT THE SCHOOL**

Stanhope Primary and Nursery School is situated in the district of Gedling on the edge of Nottingham. It is a former mining area, but the pit has now closed. There are 276 pupils on roll, aged three to 11, and 44 places in the nursery. This is larger than the average primary school. The catchment area which the pupils come from has changed and is now much wider. They come from a variety of socio-economic backgrounds, although most parents are employed. Pupils enter school in the nursery, half-termly from September, and have a full range of abilities and experiences, although overall their abilities are below what is expected for their age. The percentage of pupils known to be eligible for free school meals (8.2 per cent) is below the national average. The number of pupils identified as having special educational needs, including statements, at (23.5 per cent) is broadly in line with the national average. The percentage of pupils who are learning English as an additional language is a little higher than in most schools, although these pupils are not in the early stages of learning English.

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

Stanhope Primary and Nursery School provides a solid standard of education for its pupils, with many good features. The thorough leadership and management of the headteacher, the good teaching, and commitment to success contribute well to pupils' learning. The school provides satisfactory value for money.

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

- Good teaching across the school allows pupils, including those with special educational needs, to learn well.
- There are good standards reached in art and design, design and technology, history, and music.
- The headteacher leads the school well.
- Displays provide a stimulating and exciting learning environment which encourages pupils to learn.
- Pupils' attitudes to the school and the way they relate to adults and each other are good.
- The school provides a good start to children's learning in the nursery, and children are well supported by the learning support assistants.
- The school provides very well for pupils with special educational needs

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

- The development of a teaching and learning policy in order to develop a more systematic approach to teaching and the monitoring of teaching in individual subjects by subject coordinators. Also the dissemination amongst all staff of the good practice seen in parts of the school.
- The raising of standards in information and communication technology in Key Stage 1.
- The development of a more consistent approach to the marking of work throughout the school.
- The more constructive use of assessment information to involve pupils in their own learning and target setting, and to support the raising of standards and from this identifying, gifted and talented pupils.
- A more consistent approach to the teaching of handwriting.

#### Minor issues:

- To refurbish and update the two libraries.
- To look closely at the impact of noise interference caused by the open-plan aspect of the infants building.

*The areas for improvement will form the basis of the governor's action plan*

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in December 1997. Since then there has been some improvement, mainly in the last 18 months after the appointment of the current headteacher. The school has completed schemes of work in subjects. Assessment information about pupils' progress is now being gathered, but it is still not fully used to inform curriculum planning and there are gaps in assessment information for the foundation subjects. There has still not been enough progress made in developing systematic ways for coordinators to monitor and support subjects. Although this is identified as an area of improvement in the school improvement plan, it has still not been fully implemented.

## 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	C	C	C	C
Mathematics	E	E	D	D
Science	C	C	C	B

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

In the National Curriculum tests in 2002 for pupils aged 11, overall standards in English and science were in line with national averages. In mathematics, standards were below the national average. When compared to those in similar schools, results remained in line with those expected nationally in English. They were below in mathematics, but above average in science.

In the test results in 2002 for pupils aged seven, standards in reading, writing and mathematics were above national averages. When these are compared with those in similar schools, standards in reading and mathematics remained above national averages and writing was well above what is expected for pupils of this age. Teacher assessments in science indicated that pupils' attainment was also above national expectations.

By the age of five, pupils' achievements are broadly in line with the Early Learning Goals, although just under a third will not achieve them fully. Current standards for pupils aged seven are also broadly in line with national averages for speaking, listening, reading, writing and mathematics. Few pupils reach higher standards than national expectations. These results are lower than in the previous year, mainly because of the large number of pupils with special educational needs (approximately 40 per cent) in this particular year. The current Year 6 pupils are reaching expected standards in English, mathematics and science for pupils aged 11. They achieve above national expectations in art and design, design and technology, and history. Standards are satisfactory at the end of both key stages in all other subjects except information and communication technology (ICT), where they are just below national expectations for pupils by the age of seven but in line by the age of 11. Taking account of pupils' below-average attainment when they start school in the nursery, they make good progress through the school.



## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are keen and interested in their work.
Behaviour, in and out of classrooms	Good. Pupils behave well both in lessons and when moving around the school.
Personal development and relationships	Very good. Pupils work and play together very well. They show respect for their peers and adults.
Attendance	Satisfactory.

## TEACHING AND LEARNING

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

The quality of teaching and learning is good throughout the school. 85 per cent of the teaching seen was good or better and, of this, 16 per cent was very good and four per cent excellent. There was no unsatisfactory teaching. The excellent teaching was seen specifically in one class in Year 2, and the very good teaching was seen in a variety of subjects and lessons. Good teaching in English and mathematics, including literacy and numeracy, enables pupils to make good progress. Teachers have good knowledge of these subjects. They use good question-and-answer sessions to make the pupils think and to ensure that they understand what they are learning. The majority of teachers have high expectations of pupils' attitudes and behaviour. However, their expectations of how well pupils can achieve are not always as high. Teachers' planning is thorough, but they do not make full use of assessments to improve the standards which pupils achieve. Despite this, pupils do make good progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is broad and balanced with a wide variety of after-school clubs on offer for older pupils.
Provision for pupils with special educational needs	Very Good. Procedures for identifying and supporting the large and growing numbers of pupils with special educational needs are very good and they have good access to the school's curriculum. They are well supported and make good progress towards their targets.
Provision for pupils' personal development, including spiritual, moral, social and cultural	Good. The provision for pupils' spiritual development is satisfactory. Provision for their moral and cultural development is good. The provision for their social development is very good.

development	
How well the school cares for its pupils	Overall the school cares for its pupils well. However, assessment procedures are unsatisfactory as they do not fully guide curriculum planning.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher gives the school clear leadership. However, the role of the senior management team and of those staff with responsibilities for areas of the curriculum is still in the early stages of development.
How well the governors fulfil their responsibilities	The governing body is starting to fulfil its responsibilities more thoroughly. It is beginning to take a more active role in monitoring the school's finances, standards and the curriculum. Governors do have a good knowledge of the school which allows them to support it well. Their annual report to parents and the school prospectus do not contain all the required information.
The school's evaluation of its performance	Satisfactory. There is satisfactory monitoring of teaching by the headteacher, but the subject coordinators' roles are underdeveloped and they have not yet had the opportunity to fully monitor teaching and standards in their subjects.
The strategic use of resources	Good. The school's resources are used well to promote pupils' learning. For example, improvements to the premises since the last inspection, such as the newly-built ICT suite, are having a positive impact on the standards pupils achieve.

The external accommodation is very good and supports pupils' physical development well. However, there are many internal areas of the school which are in urgent need of redecoration and refurbishment, in particular the two libraries. The school applies the principles of best value well.

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

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• Their children make good progress and behaviour in the school is good.</li> <li>• The majority thinks that their children receive the right amount of homework.</li> <li>• Teaching is good and the school expects their children to work hard.</li> <li>• They would feel comfortable about approaching the school.</li> <li>• The majority of parents feel that the school is well led and managed.</li> <li>• The school helps their children to become</li> </ul>	<ul style="list-style-type: none"> <li>• A minority of parents would like to see more homework.</li> <li>• Not all parents feel well informed about what is going on at school.</li> <li>• Some parents feel that the school does not work closely enough with them.</li> <li>• Some parents would like to see a wider range of activities.</li> </ul>

mature.	
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The inspection team agrees with parents' positive views. There is a satisfactory amount of homework given. The school sends out sufficient notices and information to keep parents informed about what is going on, and regularly holds parents' meetings. There is a good range of after-school activities for older pupils to participate in.

## **PART B: COMMENTARY**

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

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

1. Most pupils enter the school with standards of attainment that are below those found among children of a similar age and leave it with standards that are at least in line with, and in some cases, above average. This shows that they make good progress.
2. At the time of the last report, standards were judged to be above national averages in mathematics and English and broadly in line in science. Standards in these subjects have varied over the last three years, but the general trend has been one of improvement, and early indications are that the improvement has been maintained for this year for pupils in Year 6. However, national test results for pupils aged seven may be a little lower than last year's as this year group has a much high proportion of pupils with special educational needs. (Some 40 per cent of pupils in Year 2 currently have special educational needs).
3. Although the trend in standards overall is up, the national test results for mathematics for pupils aged 11 in 2000 dipped for the second year running. This is partly due to the school's very late full adoption of the National Numeracy Strategy compared with the vast majority of schools nationally, and of a particularly high proportion of pupils with special educational needs in that year group. Standards of attainment have risen since that low point to their present position.
4. The results of the 2002 national assessments for pupils aged seven show that standards attained were around the national average in reading and mathematics, and well above average in writing. When the results are compared to those in similar schools, reading and mathematics are above the national average, and writing well above. The percentage of pupils attaining the expected Level 2<sup>11</sup> was above the national average in reading and mathematics and about average in writing. However, more-able pupils did not do as well and fewer pupils achieved the higher Level 3 than that found nationally in reading and mathematics about the same proportion did so in writing.
5. The results of the 2002 national assessments for pupils aged 11 are about average in English and science, but below average in mathematics. In relation to similar schools (i.e. schools with a similar proportion of pupils eligible for free school meals) standards are average in English, below average in mathematics and above average in science.
6. The school met its targets for 2002 and has set realistic targets for this year.
7. When children start school their attainment is generally below the national average and, although they make good progress, about 30 per cent are not likely to reach the

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<sup>11</sup> On Levels: By the end of Key Stage 1 pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Key Stage 2. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

expected goals by the time they enter Year 1. About 55 per cent are likely to achieve the expected goals and 15 per cent are likely to exceed them.

8. The achievement of pupils on the school's special educational needs register is good in relation to their prior attainment. Throughout the school, they are supported very well in and out of classrooms by teachers, well-qualified teaching assistants, the special educational needs coordinator and the 'family' special educational needs coordinator. The focused well-planned support provided enables these children to make good progress towards achieving the learning targets on their individual education plans which identify small, specific, structured steps in learning. Some make very good progress and there are examples of pupils progressing so that they are no longer on the special educational needs register. 'The Gedling Family Of Schools' is the name given to the local group of schools, which include the secondary school and its feeder primary schools. It finances a 'family' special educational needs coordinator for the group, which supports special educational needs pupils very well.
9. The inspection found that pupils' standards of attainment in English and mathematics at the age of seven are about in line with the national average. This represents good progress. Pupils continue to make good progress through Key Stage 2 and by the time they are 11 their standards of attainment in English, mathematics and science are about level with the national average. However, fewer pupils are working to the higher Level 5 than is expected nationally.
10. Pupils' core skills of literacy and numeracy are average by the time they leave school at the age of 11. This reflects the recent emphasis the school has belatedly placed on the National Literacy and Numeracy Strategies, and explains why not so many pupils are achieving at higher levels.
11. Standards of attainment in geography, music and physical education are about in line with national expectations at the ages of seven and 11, and those in art, design and technology, and history are above. Attainment in ICT at the age of seven is just below national expectations but in line with them by the age of 11.
12. The standards pupils attain in religious education are in line with those expected by the locally agreed syllabus. Standards of performance in music, especially singing, are above national expectations. The use of ICT to support subjects across the curriculum at the age of 11 is good and above that found nationally. This is a recent improvement and reflects the emphasis the school has placed on this aspect of the pupils' education. There are some areas of ICT, particularly at the age of seven that are lower than the standards of attainment achieved nationally.
13. Pupils with special educational needs make good progress, as do the small number of pupils with English as an additional language. Although girls achieve slightly better than boys at Key Stage 1, boys make slightly better progress and have similar levels of attainment by the time they leave the school. These gender differences are barely significant, but show that the school works hard to be fully inclusive and to ensure that all pupils achieve well.

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

14. Pupils like school. They settle quickly into school routines and have good attitudes to work. Attitudes and behaviour were judged to be good or better in the majority of the lessons observed during the inspection. Pupils are interested in their lessons and keen to make contributions. For example, there are plenty of volunteers to answer questions and join in discussions. Pupils work hard even under difficult conditions, and this helps to raise their attainment. During the inspection, the weather was oppressive and not conducive to work, but pupils persevered to complete tasks. A broadly similar picture was reported at the time of the previous inspection and parents are satisfied with their children's attitudes.
15. Behaviour is good overall and high standards have been maintained since the previous inspection. Behaviour is very good around the school; for example, the dining room is calm and orderly, but incidents of poor behaviour occasionally occur in classes. These are dealt with quickly and effectively by the teachers. The pupils are trustworthy; for example, tuck-shop money is handled without supervision, and they are courteous, which is appreciated by both the staff and other pupils. No oppressive behaviour was observed during the inspection. Four fixed-term exclusions affecting three pupils were made in the last academic year. The good standard of behaviour contributes to the progress made by the pupils.
16. The pupils have very caring and sensitive attitudes. They care for each other and discussions with them indicate that this is valued. They are attentive when fellow pupils are speaking or performing, and they support charities well. During the inspection, spiritual understanding was demonstrated in an assembly when the idea of a treasure was being discussed. The school community is well integrated. Ethnic-minority pupils are fully included and pupils from different age groups get on well. Lunchtime arrangements, for example, involve pupils of different ages sitting at the same table and there is good social interaction. These attitudes help the school to be inclusive. Relationships are good and pupils co-operate well both in lessons and during breaks. The pupils like, and have confidence in, their teachers.
17. The personal development of pupils is very good. They respond very well to adults and to the opportunities provided by the school to take responsibility and show initiative. A range of tasks is carried out around school and pupils often volunteer their services at lunch times. Good examples of these opportunities are the way pupils help with 'The Tuck Shop' and the school council. The pupils involved show considerable maturity and, equally importantly, their efforts are appreciated by others. The school council is worthwhile because of the opportunities it offers to make changes. Photographic evidence and an assembly about the pupils' time on the residential courses show clearly that pupils derive pleasure from challenge.
18. Attendance is satisfactory. It has been consistently in line with the national average for several years. Illness is the main cause of absence, and unauthorised absence is low. The same small group of pupils are often late, but, otherwise, punctuality is not an issue. Registration periods start on time and are efficiently carried out.

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

19. The quality of teaching throughout the school, including the Foundation Stage, is good. This is similar to the finding of the last inspection, when teaching was good overall. Of the 69 lessons seen, 58 were good or better. Teaching in Year 2 is of a

- particularly high standard and all the excellent lessons seen in the school were in one class in this year group. There were no unsatisfactory lessons.
20. Teaching is good overall in the Foundation Stage. In the nursery, it is never less than good, with examples of very good teaching seen. Teaching in the reception class varies between satisfactory and very good, and is good overall. As a result of good teaching, children achieve well, including those with special educational needs. Throughout, high-quality teaching assistants are very well deployed to support all children, including those with special educational needs. Very good relationships and use of resources in both classes result in children's good efforts and behaviour. Planning is effective and detailed, with clear learning objectives. Well-organised group work ensures that all are included in all activities. Features of effective teaching are where staff have high expectations of children's involvement and behaviour in all areas of learning which contribute greatly to the acquisition of skills, knowledge and understanding, seen when nursery children work in the outside play area. Less effective features of teaching are where pace is lost and reception children lose interest. Although staff generally manage children well, on some occasions children become noisy and some are distracted and learning slows.
  21. Teachers and support staff have established good relationships with pupils, care well for them as individuals and ensure that their contributions to lessons are valued. Consequently, pupils feel secure and all, including those with special educational needs, are developing positive attitudes that are reflected in both their responses in lessons and their enthusiasm for school.
  22. The teaching of pupils with special educational needs is at least good. Class teachers draw up detailed individual education plans for these pupils, ably supported by teaching assistants who also help to record their progress. Learning targets identify small, specific, structured steps in learning, enabling good or very good progress to be made and the needs of these pupils to be fully met. The special educational needs coordinator checks these individual education plans, which are then further checked by the 'family' special educational needs coordinator, who supports these pupils very well within school. The 'family' is the name given to the local cluster of schools which include the secondary school and its feeder primary schools. Throughout the school, teachers and teaching assistants work very well in close partnership to support pupils with special educational needs in and out of classrooms, effectively using their individual education plans to plan the next steps in learning, and thus helps pupils to make good progress.
  23. The school has not yet fully established systems to track pupils' progress. This means that not all staff are aware of what is needed to identify areas of strength and aspects of learning in subjects that need to improve still further. It is important that clear and consistent systems of monitoring teaching in all classes are established to ensure that the pace, challenge and teaching methods adopted in the very good and excellent lessons observed are shared with all teachers, thereby raising standards throughout the school. This is why some higher attaining pupils are not achieving as much as they are capable of.
  24. Literacy and numeracy skills are now taught well in the majority of classes. The National Literacy and Numeracy Strategies have only recently been fully implemented since the teaching staff have received full training in them over the last 18 months. The most successful lessons motivate and challenge the pupils. For example, in mathematics in Year 6 appropriate extension activities were prepared for the more-able pupils and all made good progress, having a good understanding of how to multiply decimals such as  $0.7 \times 0.8$  by the end of the lesson. In a Year 6 English

- lesson, the teacher creates a secure and supportive classroom atmosphere where pupils are motivated and really want to carry on reading the story of Kensuke's kingdom which they are studying together.
25. Pupils are encouraged to apply skills in many lessons. For example, pupils in a Year 6 history lesson are encouraged to cooperate and use their collaborative skills when making an effective use of research and reference books during their lesson.
  26. Teachers frequently encourage the development of speaking and listening skills by encouraging pupils to explain and justify their thinking and discussing problems together before proposing a solution. However, the teaching of handwriting is not consistently applied throughout the school. All pupils are developing appropriate skills in ICT which they are beginning to apply, as appropriate, in subjects across the curriculum, producing designs in art, graphs in mathematics and science, and word-processed pieces of writing in English.
  27. Teachers' planning is based on either the national strategies for English and mathematics or the nationally recommended schemes for all other subjects other than religious education, as this is based on the locally agreed syllabus. Medium-term planning is detailed and useful, enabling teachers to produce appropriate short-term plans. However, assessment is in the early stages of development and is not yet fully informing and shaping teachers' planning. Plans do contain details of a concluding session that consolidates the learning that has taken place. Resources are generally prepared well in lessons. In an excellent art lesson in Year 2 based on work on a magic carpet, the fact that resources were readily available for all pupils ensured that they made very good progress and learnt at a fast rate.
  28. Teachers manage pupils well in the majority of lessons. This enables most pupils to feel confident and to ask questions when necessary; for example, when they do not understand either a question or a process. This has a positive impact on learning.
  29. Teachers also have a very good knowledge of individuals and use this to promote their personal development and self-esteem. The teaching assistants, who very often work with pupils that need additional support with their learning, are also very good at this and therefore support these pupils well.
  30. There is no policy for teaching and learning. It is a matter of some urgency that the school addresses this. As there is no teaching and learning policy not all staff are secure in the aims and objectives of the school. A more consistent approach to teaching and learning and regular monitoring and evaluation of lessons by subject coordinators is still not fully developed. This in turn will help to raise standards, share good practice and allow pupils to achieve to the very best of their abilities.
  31. Homework is regularly set. All pupils take reading books home and other work is set that usually relates to work being undertaken in class, and supports pupils' learning at home.

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

32. The school provides a good curriculum, which is broad and balanced and meets the statutory requirements of the National Curriculum and the locally agreed syllabus for religious education. Schemes of work now address what pupils should learn and when in a systematic way and clearly identify progression in the acquisition of pupils' skills, knowledge and understanding. This is an improvement since the school was



previously inspected. Due to some classes having mixed age ranges the school has adopted the policy of teaching the subjects of science, history and geography in half-termly blocks over a period of two years. This affords teachers and pupils the opportunity to spend more concentrated time in these chosen areas. As a consequence, little science and geography teaching was seen during the course of the inspection. In both key stages, there are coordinators with responsibility for individual subjects in their areas of responsibility. The school has organised this so that teachers can easily gain access to a coordinator if they need support. Coordinators, however, do not yet have the opportunity to monitor teaching or standards in their subjects and therefore assessment procedures are not yet affecting what is being taught in the curriculum or doing much to raise of standards.

33. Provision for the Foundation Stage is good, an improvement since the last inspection. The curriculum is broad and balanced, covers all the recommended areas of learning and links smoothly with the infant National Curriculum. Planning is based on topics, effectively linking the areas of learning. It is based firmly on the recommended Early Learning Goals and the small, structured steps in learning leading to achieving them. Learning through purposeful practical play activities is promoted successfully, making a significant contribution to children's good progress. The curriculum is effectively adapted to meet the needs of all children, including those with special educational needs, ensuring equal opportunity for all. There is a good balance of activities that are taught by adults and those chosen by children themselves, leading to developing independence. Nursery and reception staff work closely together and good team work is evident. Staff value parents and give a high priority to maintaining the very good partnership with parents. Liaison with local pre-school providers is at an early stage and has been identified as an area for development.
34. Provision for pupils with special educational needs is very good and is a strength. It is coordinated by a very committed teacher. She is involved in drawing up policies and procedures in close collaboration with 'The Gedling Family Of Schools' (the local cluster of schools). Individual education plans are drawn up by teachers and include detailed, structured targets, effectively implemented by teachers and teaching assistants. The coordinator and the 'Family' special educational needs coordinator work closely with all teachers and teaching assistants in checking these plans and reviews for pupils with special educational needs, from the nursery to Year 6. Very good special educational needs links with the secondary school enable a smooth transition for these pupils. The school fully complies with requirements of the special educational needs Code Of Practice. Pupils with special educational needs are very well supported by committed, well-qualified teaching assistants in lessons, and some are regularly withdrawn for additional support. As a result they make good progress. They are fully included in all activities, having equal access to the curriculum. The school has strong links with external agencies such as the educational psychologist, the County Behaviour Support Service and particularly the 'Family' network, including the 'Family' special educational needs coordinator financed by the local cluster of schools.
35. The school has now successfully implemented the National Literacy Strategy, although it is only in the last 18 months that all staff have been fully trained in it. This has meant that the school was quite a way behind what was going on in the rest of the country. It has now embraced the National Literacy Strategy wholeheartedly and pupils are starting to gain the benefits. Various opportunities are created to strengthen literacy skills during lessons in many other subjects of the curriculum. For example, in a Year 3 religious education lesson pupils confidently produced speech bubbles to represent conversations overheard, and in a Year 4 design and technology lesson a

group of pupils communicated their ideas well as they identified how they might improve their designs.

36. The National Numeracy Strategy is now also being fully implemented and this is also beginning to have a positive effect upon standards. However, the school is quite a way behind other similar schools in the country because it has only implemented the strategy and trained teachers in it in the last 18 months. Skills in numeracy are strengthened effectively by opportunities for counting, measuring and recording the amount of rainfall in geography and the temperature of water in science investigations.
37. There are several well chosen and suitable additional activities for pupils to undertake after school and at lunchtime, most of which are available to Years 3 to 6. The range of sporting activities includes netball, football and cricket, all of which are open to both boys and girls. Many of these are very well attended and pupils enjoy very good rates of success in leagues and tournament events. The school enjoys the honour of hosting events for other local schools in their extensive grounds. French, art and YMCA clubs are also well attended and contribute widely to pupils' learning. The school is justly proud of the level of pupils' interest in music, and they have the opportunity to play the clarinet, trumpet, keyboards, violin and percussion instruments.
38. In their planning, teachers ensure that good attention is given to equality and access for all pupils, including those who have learning difficulties and those for whom English is not the mother tongue.
39. In contrast to what was seen at the time of the previous inspection, the provision for personal, social and health education is planned for in a structured way and is an integral component in the promotion of the school's very caring ethos. Suitable arrangements are in place for the delivery of education on sex and relationships, and for an education programme on drugs abuse. A residential visit to the Thornbridge Education and Outdoor Activities Centre near Bakewell in Derbyshire provides very good opportunities for pupils from Years 4, 5 and 6 to develop good social skills and confidence in outdoor pursuits. Many are happy to talk about their experience of this opportunity.
40. Good links have been developed with both the local churches whose leaders regularly visit the school. In addition, visits from a Buddhist, and Bahá'í enhance the multicultural element and make a valuable contribution to pupils' learning. Older pupils visit the local library every week and their support helps to keep the library open. The learning of a number of pupils is enhanced by the school's involvement in national and local initiatives, such as Fruit for All, Toe by Toe and TOP Sports. Booster and Springboard groups, National Federation for Educational Research (NFER) and optional tests all have a positive impact on pupils' attainment.
41. Effective liaison exists between the teachers and parents, who ensure that pupils enter school happily. The school enjoys very good links within a 'Family' cluster of local schools and outside agencies who offer very good support. The Year 6 teacher regularly attends meetings at the neighbouring Gedling comprehensive school to which most pupils transfer. The good links which are forged enable all pupils to settle in quickly. Additional arrangements exist for targeted pupils who benefit from a summer school to help them improve their literacy skills.
42. Provision for pupils' personal, spiritual, moral, social and cultural development is good overall. Provision for social development is very good. The school takes great care to ensure that all pupils, including those with learning difficulties and those who do not

have English as their mother tongue, are treated similarly and take a full and active part in all activities. This results in pupils showing considerable respect for one another.

43. Provision for pupils' spiritual development is satisfactory. Assemblies are effective social occasions which enable pupils to think of themselves and how they relate to others. Themes such as 'Building Bridges', the story of Moses and 'Treasures' provide good opportunities for pupils to reflect on their own and other people's lives and beliefs. Pupils gain understanding through reflection as they learn of the quest of Nelson Mandela to bring peace and harmony to all races. Teachers value pupils' ideas in discussions and this leads to the very good relationships which exist throughout the school. Praise is given for good efforts, in both school work and success in the outside world. This raises pupils' self-esteem and helps them to become more confident. Teachers share in pupils' joy as they celebrate with them when a new baby is born into a family or when a child hears that he has been successful in a TV audition. Lessons in religious education and personal, social and health education are well planned and encourage pupils to explore questions about meaning, purpose, values and beliefs. In an assembly led by the local minister, awe and wonder were experienced as the minister, with the help of the pupils, showed that 'all that glitters is not gold.'
44. Provision for pupils' moral development is good. Staff are good role models and pupils follow their lead well. The values of respect for truth, justice, honesty, fairness, caring and tolerance are fostered well. All pupils learn examples of acceptable behaviour through the 'Be Cool' code; emphasis placed on good principles, rather than fear of punishment, is very effective. Older pupils engage in role play where they ask questions of the main characters in a lively theatre visit which promotes and challenges their knowledge of right and wrong.
45. Provision for pupils' social development is very good. They learn to be independent but also to share and collaborate well. Many lessons provide good opportunities for these things to happen; they work productively in pairs; for example, in orienteering in physical education, and in discussion groups in English, where they relate very positively to one another. All pupils and teachers are involved in a school production twice a year which is well attended by parents. Very good levels of responsibility are encouraged; for example, in physical education pupils are well involved in assembling apparatus and collecting it in; 'special helpers' look after others; all pupils display an understanding that they should all contribute to keeping their environment tidy both in and out of school. Extra-curricular activities such as the residential visits to Derbyshire in which a number of staff are also involved are good examples of how the school promotes social understanding. A summer BBQ is well attended by parents and helps them feel part of the school community.
46. Provision for pupils' cultural development is good. There are good links with the local church and the wider community, including Nottingham Forest Football Club, which enrich pupils' knowledge and experience of their own cultural traditions. Visits to the local church; for example, to celebrate Harvest Festival, and visitors to the school from other faiths promote pupils' understanding of Buddhism, sculptures, art, music and drama. Displays throughout the school celebrate the richness of other cultures well. Younger pupils are surrounded by colourful displays of their study of India, while older pupils are proud of their work on the Aztecs and develop openness towards the diversity and richness of other cultures. Words in songs in assemblies encourage pupils to 'save the world from pollution', and 'support the rights of animals and trees to

survive'. The school supports a number of national and local charities, and sends clothes from Stanhope to less fortunate children in Jamaica.

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

47. The school is a caring organisation and a safe place for the pupils to learn in. Staff give care a high priority and the school is involved in initiatives such as a drug awareness programme run by the police and a scheme which provides a free piece of fruit for every infant pupil every day. The caring attitude extends to the community. For example, a childcare scheme operates on the school site and with the school's full support. There is a very celebratory culture and many opportunities are taken to ensure that recognition is given for any act of merit such as good behaviour or good work. This helps to develop the pupils' self-esteem.
48. The provision to ensure pupils' welfare is satisfactory overall. A similar judgement was reached at the previous inspection. Health and safety arrangements are satisfactory. A policy defines responsibilities and the staff and governors have a direct involvement. Statutory requirements are satisfied. Child protection arrangements are also satisfactory. The local authority policy is used but has not been formally adopted by the school. There is a designated child-protection teacher who has received recent training, but there is no programme of training for staff. Lunchtime supervision arrangements are good. There is an adequate number of supervisors who are clear about their roles and responsibilities. There are arrangements for the induction of new starters, and provision for training, which in turn supports the raising of standards.
49. Arrangements for monitoring and promoting good attendance are satisfactory. Registers satisfy legal requirements, although they are not held in a central location when not required in classrooms. There are satisfactory arrangements to deal with messages from parents, who are generally co-operative over this matter, and for the school to establish reasons for absence. The school does reward good attendance by participating in schemes run by the education welfare officer to improve both attendance and punctuality. Some health and safety aspects of attendance monitoring are unsatisfactory. Temporary absence during the course of the school day is not recorded formally and parents may not be fully aware of the school's procedures if their children are absent without a known cause.
50. The procedures to promote good behaviour are very good. A code of conduct called 'Be Cool' is reinforced by rewards and sanctions, which are known as green and red cards respectively. Minor class-based rewards are also issued. The arrangements are clearly described in a policy and are used consistently throughout the school, including use by lunchtime supervisors. In addition, the staff have high expectations of behaviour and act quickly when it is not satisfactory. The pupils understand, and are influenced by, the arrangements, particularly the system of rewards, which are much valued and which help to create the hard working environment. An anti-bullying policy is included in the behaviour management arrangements.
51. Foundation Stage staff know the children well and recognise and respond effectively to their needs. Assessments undertaken when children start in the nursery and reception classes are used effectively to plan suitable programmes of work. Assessment is generally used appropriately to enable staff to gain a clear picture of what children know, understand and can do in order to plan the next steps in learning and to track progress. Assessment and recording procedures are currently being reviewed in the light of the new Foundation Stage Profile and are at an early stage of development. This has been identified as an area for further development to ensure further consistency in assessment procedures in each class.

52. Procedures for assessing pupils' progress are satisfactory and improvements have been made since the previous inspection. A range of statutory and non-statutory tests provides teachers with a picture of what the pupils know, particularly in mathematics and English. This has recently enabled pupils in Years 3 to 6 to be divided into groups according to ability in these subjects. The use of the test results to plan the curriculum is not satisfactory, although some analysis of the mathematics results by the local education authority has been carried out to establish areas where knowledge is poor.
53. Procedures to monitor and support academic progress are satisfactory. The test results are used to predict each pupil's performance and this is used as a basis for monitoring. In addition, every term each pupil is given targets in mathematics, English and one other area which might be of concern. This is underdeveloped as pupils are not involved in their own target setting or in analysing where they feel they need to improve. Some additional classes are arranged; for example, a few booster classes are held in mathematics and a Breakfast Club is organised (during the week of the National Curriculum Tests) to support Year 6 pupils taking them. Pupils of lower ability in the infants are concentrated in one class to improve the effectiveness of the available support.
54. The provision to support and monitor pupils' personal development is satisfactory. Although the procedures are mainly informal and rely on the teachers' personal knowledge of their pupils, they are enhanced by caring attitudes and good relationships. Pupils believe they are supported well. A more formal approach is adopted if there is a cause for concern.
55. Very good procedures are in place for the early identification of pupils with learning difficulties, and statementing procedures are effective. Individual education plans for pupils with special educational needs, reviewed at least termly, are effectively shared with parents and pupils. Learning targets identify small specific steps towards progress in literacy, numeracy and personal development. Consequently the programmes of work build effectively on the progress made from one review date to the next. Pupils' progress is tracked and monitored regularly and their achievements carefully recorded, using their Records of Achievement, so that assessment is used well to guide the planning of new work and helps pupils to make good progress and to achieve. The support of the 'Family' special educational needs coordinator is invaluable, as she effectively tracks pupils' progress from the nursery through to secondary school.

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

56. Evidence from a range of meetings, discussions and surveys to establish parents' views, indicates clearly that they are very satisfied with the school. They are particularly pleased with the school's expectations for their children, with the teaching, that their children like school and that the staff are approachable. Concerns have been expressed about the range of out-of-lesson activities, the information the school provides, the way the school works with them, and homework. Inspectors agree with the parents' positive views, but do not share the concerns about homework as there is a satisfactory amount of work given to pupils to do at home to complement what they are learning in school. There are also a large number of extra-curricular activities which pupils can participate in. This also supports links between home and school and is good practice.

57. Admission arrangements to the nursery and reception classes are smooth and effective. Relationships between staff and parents of Foundation Stage children are very good. Staff encourage parents to be closely involved as partners in educating their children. Parents are very supportive and think highly of the school. A number of well-briefed parents are committed to supporting both classes as helpers, and this supports the lower attaining pupils very well.
58. The school makes good efforts to establish strong links with parents. For example, it surveys parents' views. An open-door policy operates, staff are approachable and parents are aware that they are welcome to visit. A 'bring a friend' initiative has been started which aims to encourage attendance at school meetings. In addition, courses are run for the community, but mainly for parents, in conjunction with a local college. The quality of the school's links with parents was noted as strength at the previous inspection.
59. The school makes every effort to fully involve parents of pupils with special educational needs in the drawing up of their individual education plans and in the termly reviews of these plans. Parents and pupils are involved in setting future targets for learning. The school ensures that parents of pupils with special educational needs are kept fully informed about the progress of their children. A useful booklet has been produced, giving information to parents about the school's provision for special educational needs, and helps parents to understand more fully about what is happening in school.
60. In most respects parents respond well and make a good contribution to the life of the school. Meetings and school events, such as school concerts, which are directly concerned with their children, are well attended. About 90 per cent of parents attend consultation evenings. There is some parental help in school, particularly in the infants' classes, and a parent-teacher association has recently been formed. It is operating successfully. However, meetings about curriculum matters and similar issues are not well supported and the response to the inspection questionnaire was low.
61. Information for parents is good. Letters from school are frequent and keep parents well informed about all matters of general interest. Information about topics is provided by each class teacher on a termly basis. The school prospectus has useful information but does not quite meet the Department for Educational and Science requirements regarding content. The governors' annual report does not fully comply with legal requirements, but efforts have been made to produce an interesting document by adding comments from parents, pupils and governors.
62. Progress reports are issued annually for each pupil. They provide detailed information about what can and cannot be done well, along with steps for improvement. Parents also receive the targets which are set for their children every term and they are informed if there are concerns about behaviour. Parents' consultation evenings provide a further important source of information about progress. They are held every term.
63. Parents make a satisfactory contribution to pupils' learning. There is some help provided in classrooms, and school estimates suggest that about half the pupils receive regular help at home. Reading to parents is well established.

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

64. The headteacher's leadership of the school is good. Having taken over approximately 18 months ago, he has a clear vision of what is needed for the school to continue to improve. He is supported by the governing body, who are willing and eager to learn. Their role is developing as they learn more about the strengths and areas of development within the school. The headteacher's management is creating a committed and enthusiastic team of both teachers and support staff.
65. The role of the subject coordinators is starting to be developed, despite many of the staff being new. It is planned for all subject coordinators to have time to monitor and watch their colleagues teach in their subject area. This is good practice and will give subject coordinators first-hand experience of the strengths and weaknesses in their subjects so that standards can be raised. The headteacher has monitored teaching in the school, but there has been little opportunity for members of the senior management team or lead subject coordinators to do the same. Therefore, there are gaps in staff development and knowledge. Over the last 12 months the headteacher has done his utmost to ensure that all staff are fully trained in the literacy and numeracy strategies and has called upon the local education authority to give its full support in these areas, which it has done. This has been a whole-school priority in order to ensure that the raising of standards in English and numeracy is given priority.
66. Coordination of the Foundation Stage is effective. Much hard work has been undertaken in curriculum development. In-service training attended includes the recent Foundation Stage Profile developments, which are being effectively addressed. The very good support provided for children in both classes by experienced teaching assistants is a strength. Foundation Stage staff work well together as a good team.
67. There is a nominated governor for special educational needs. She works hard with the coordinator to ensure the best possible provision for pupils with special educational needs. The coordinator is efficient and manages provision very well, ensuring that targeted and consistent support is available throughout the school for pupils with learning and medical needs. The school has a good reputation for supporting pupils with special educational needs in the community.
68. Special educational needs coordination is very good. The coordinator is experienced, enthusiastic and diligent. This makes a significant contribution to the good achievement of pupils with special educational needs. She has weekly release time and teaches in every class, having a very clear overview of special educational needs organisation across the school. The 'Family' special educational needs coordinator is a mentor to the school's coordinator, so that the school benefits from her invaluable expertise and experience. The two coordinators organise regular in-service training for all staff. The very supportive designated special educational needs governor liaises closely with both coordinators. All grants are properly allocated and carefully overseen by the governors. The county now devolves special educational needs funds to the 'Family' to be moderated, then delegated as needed. The school has been successful in its bids for financial support from the 'Family' because of the exceptionality of its special educational needs. Resources are good and very well used. Accommodation is very good, with a spacious classroom designated for special educational needs provision.
69. The school monitors its performance reasonably well. The headteacher monitors teaching and learning. Pupils' progress is regularly assessed through NFER testing, standard assessment tasks and school-administered testing at the end of topics. Assessment in the core subjects of English, mathematics and science is satisfactory and used appropriately when setting the curriculum. However, the roles of the senior



management team and subject coordinators are underdeveloped. They do not yet have the opportunity to give demonstration lessons showing good practice or to see teaching and learning in their own subject areas of responsibility. Assessment results are still not fully disseminated amongst all members of staff or fully integrated into the planning of the curriculum.

70. Statutory requirements in relation to special educational needs are fully met. Individual education plans are in place and the requirements of statements are fulfilled. Specialist support is made available and staff, including learning support assistants, undertake regular training. The provision made for special educational needs, including assessment and monitoring, has a significant impact on the progress pupils make. The coordinator has time to fulfil her duties and regularly meets the governor responsible for special educational needs, providing regular reports and information. Specific grants are effectively used to ensure that pupils are supported, trained staff are available, and there is access to external specialists and resources.
71. The school improvement plan is an effective working document. All members of staff and the governors are involved in identifying areas which need development, a three year overview is established, and action plans are written to support the development of individual subjects. The school has focused its development on the raising of standards in the core subjects of English and mathematics, and in ensuring that all staff are fully aware of the requirements of the National Literacy and Numeracy Strategies.
72. The governing body is beginning to develop its role and is starting to play a more effective part in school development. This was summed up by one governor who said, "Now that we have more information, we are able to support the school better in the role of a critical friend." Governors have a clear understanding of the school's strengths and weaknesses and are starting to monitor the school improvement plan. The chair of governors provides effective leadership of the governing body and his supportive professional relationship with the headteacher has established a good link between the work of the school and the governing body. The governing body does not fulfil all its statutory requirements in relation to the contents of the governors' annual report to parents and in the requirements of the school prospectus.
73. Procedures are in place to ensure that the principles of best value are applied. However, subject coordinators have still not had the opportunity to monitor teaching in their subjects. They do monitor planning. Results are not yet fully analysed, but the school aims to improve pupils' performance as far as it is able. For the small number of pupils whose progress is not good, the school carefully ensures that appropriate provision is put in place. Governors receive regular reports. All specific grants are used for their designated purposes. Satisfactory use is made of new technology to support management.
74. The induction of teachers new to the school is satisfactory.
75. Accommodation is used well. The school is fortunate to have very good playground and field facilities to enhance pupils' learning. One disadvantage is that the infant school is situated 300 metres away from the junior school building. This presents difficulties for a whole-school overview of subject areas of the curriculum, and is why there are two coordinators for each subject area. The headteacher manages this situation well and ensures that there are equal whole-school activities, such as assemblies in each building.

76. The external grounds are well maintained and kept in good condition. However, the internal decoration of both buildings is poor and in urgent need of redecoration. The open-plan aspect of the infants building has a negative effect on the development of listening skills and younger pupils' concentration skills. Lessons are frequently interrupted by noise from the next-door rooms. The libraries in each key stage are unsatisfactory and in urgent need of both refurbishment and re-stocking. Despite great efforts by staff (particularly in Key Stage 1) they are not stimulating learning environments and their drab appearance does not stimulate pupils to study in them.
77. Classrooms on the whole are well planned, making maximum use of space and supported with lively, exciting and stimulating displays and examples of pupils' work. Learning resources are satisfactory in most subjects.

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

78. In order to continue to raise standards the headteacher, governors and staff should:
1. implement a teaching and learning policy in order to develop a more systematic approach to teaching and the monitoring of teaching in individual subjects by subject coordinators, and to ensure that good practice seen in parts of the school is disseminated amongst all staff; (Paragraphs 19-31, 65, 69)
  2. raise standards in ICT in Key Stage 1; (Paragraphs 11, 163 & 165)
  3. develop a more consistent approach to the marking of work throughout the school; (Paragraphs 30 & 118)
  4. use assessment information more constructively to involve pupils in their own learning and target setting, to raise standards and, from this, identify gifted and talented pupils; (Paragraphs 23, 27, 52, 53, 55, 69, 118, 134, 154, 186)
  5. develop a more consistent approach to the teaching of handwriting. (Paragraphs 26 & 100)

### **Other issues which should be considered by the school:**

6. Refurbish and update the two libraries. (Paragraphs; 76, 119 & 154)
7. Look closely at the impact of noise interference caused by the open-plan aspect of the infants building. (Paragraph 76)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	69
Number of discussions with staff, governors, other adults and pupils	17

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	11	44	10	0	0	0
Percentage	4	16	65	15	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	R – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	276
Number of full-time pupils known to be eligible for free school meals	0	22

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	66

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	11

### Attendance

#### Authorised absence

	%
School data	5.2

#### Unauthorised absence

	%
School data	0.0

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	17	32

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	14	15
	Girls	17	17	17
	Total	32	31	32
Percentage of pupils at NC level 2 or above	School	100 (93)	97 (95)	100 (98)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	15
	Girls	17	16	17
	Total	32	31	32
Percentage of pupils at NC level 2 or above	School	100 (95)	97 (98)	100 (98)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	23	14	37

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	20
	Girls	12	12	13
	Total	27	28	33
Percentage of pupils at NC level 4 or above	School	73 (77)	76 (51)	89 (87)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	14	18
	Girls	11	9	12
	Total	26	23	30
Percentage of pupils at NC level 4 or above	School	70 (77)	62 (53)	81 (89)
	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	232	4	0
White – Irish	0	0	0
White – any other White background	17	0	0
Mixed – White and Black Caribbean	10	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	9	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	2	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	1	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

## Teachers and classes

### Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	10.2
Number of pupils per qualified teacher	24.4 :1
Average class size	29.3

### Education support staff: YR –Y6

Total number of education support staff	6
Total aggregate hours worked per week	92

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	2
Total aggregate hours worked per week	32.5
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	1.8
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
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	2003 -2004
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	£
Total income	686,626
Total expenditure	682,016
Expenditure per pupil	2,157
Balance brought forward from previous year	22,040
Balance carried forward to next year	26,650

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	287
Number of questionnaires returned	57

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	37	9	0	0
My child is making good progress in school.	53	35	5	0	7
Behaviour in the school is good.	42	40	12	2	4
My child gets the right amount of work to do at home.	23	54	12	4	7
The teaching is good.	42	49	7	0	2
I am kept well informed about how my child is getting on.	32	35	21	11	2
I would feel comfortable about approaching the school with questions or a problem.	61	28	4	7	0
The school expects my child to work hard and achieve his or her best.	56	39	2	2	2
The school works closely with parents.	26	51	16	5	2
The school is well led and managed.	40	40	14	4	2
The school is helping my child become mature and responsible.	40	40	12	4	4
The school provides an interesting range of activities outside lessons.	23	35	21	12	9



## **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**

79. Provision for the Foundation Stage is good and has improved since the last inspection. Children receive a good start to their education in the nursery. The quality of teaching is good overall and is having a positive effect on children's learning.
80. Children are admitted into the nursery half-termly from September. Forty-six children attend on a part-time basis and are taught by the Foundation Stage coordinator. Twenty-nine children attend the reception class full-time. The teaching of this class is successfully shared by two part-time teachers who work closely together. All children, including those with special educational needs, receive very good support from experienced teaching assistants. This is a strength. Foundation Stage staff work well together. Effective arrangements are in place for all children to attend for a short time before starting school, to ensure a smooth entry. Three weeks before the end of the summer term, children transferring from the nursery attend the reception class for a daily story. Although most transfer from the nursery to the reception class, a significant minority entering the reception class does not experience pre-school education. Liaison with local pre-school providers is at an early stage and has been identified as an area for development.
81. Standards on entry to the nursery vary from year to year. This year attainment on entry is very wide ranging and, overall, is below expectations. Almost all children start in the nursery with poorly developed skills in speaking, listening, language, and personal and social development. This is confirmed by initial assessments of these young children. By the end of the reception year the majority is on course to attain most of the Early Learning Goals recommended for children of this age in the areas of learning of speaking, listening, language and literacy, mathematical development, knowledge and understanding of the world, and physical and creative development. Children, including those with special educational needs, achieve well. This is due to overall good teaching, along with very good support provided by high-quality teaching assistants. In personal, social and emotional development, teaching is very good overall, particularly in the nursery, and most children are set to achieve the goals, indicating very good progress from a low start. A significant number has speech and hearing problems, affecting not only language development but general development in all areas of learning. It appears that standards have fallen since the last inspection, but recently there has been a decline in what children can do when they start school.

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

82. Almost all the children enter the nursery with immature skills in personal and social development. By the end of the reception year they are set to achieve the Early Learning Goals in this area, and standards are as expected. This shows very good progress from a low start, reflecting skilful teaching and high expectations of staff in both age groups. Adults set good examples, value children's ideas and encourage them to feel confident about what they can achieve. Very good relationships and clear routines throughout result in very positive attitudes and a sense of security.
83. Staff plan effective opportunities for children to learn to share equipment fairly and to take turns; for example, when nursery children play with the 'shopping trolley' and when reception children speak in large groups. The calm, very positive environment created by nursery staff encourages children to behave very well. They become

aware of acceptable and unacceptable behaviour through stories and everyday situations. Reception children are encouraged to apologise effectively if they upset each other by their actions. This helps them to think of others and understand the difference between right and wrong. A number are easily distracted and find it difficult to listen but respond well to praise given by staff. Some noise caused by the open-plan infant building has an adverse effect on concentration.

84. Adults promote personal development effectively by ensuring that equipment is easily accessible, fostering independence. Nursery children are encouraged to help clear away apparatus at the end of sessions. Reception children are given opportunities to take responsibility as register monitors.

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

85. Teaching is consistently good in the nursery. In reception, it ranges from satisfactory to good, and overall it is good. Most children start in the nursery with poorly developed skills in speaking, listening, language and literacy. They achieve well, reflecting the generally good teaching. The majority is set to attain many Early Learning Goals, but standards overall are below expectations in all aspects by the end of the Foundation Stage. Nursery and reception children enjoy listening to stories, many with only limited concentration and control. Many nursery children have unclear speech and use body language to communicate, but gain confidence through very good adult support. Adults use talk effectively and interact with children positively, valuing what they have to say. Through effective questioning, reception staff enable children to speak well about, for example, being 'special'. A few children interact appropriately, negotiating, for instance, who will lay the table for a feast in the 'Castle'. Staff naturally demonstrate good spoken language, and support for language development permeates the work of both classes.
86. Nursery staff encourage children to handle books carefully. Children become aware of story structure and the sequence of events through listening to stories. Some join in and respond appropriately, but many have a very limited concentration span and interrupt the teacher, who deals with this very sensitively. Elements of the literacy strategy are used effectively in the reception class. Children follow text as they share the book 'Whatever Next', 'reading' aloud with the teacher. Some link sounds with letters. They soon pick up key features of the story and many know that print tells them what the story is about. Children who attain more highly recognise some familiar words and are gaining confidence in attempting to read independently. Effective use is made of language games to promote the understanding of letter sounds.
87. Nursery children attempt to make marks, with growing skill. Some understand that marks carry meaning. Many reception children develop confidence in practising patterns and letter formation with increasing skill. A few use their knowledge of sounds to write simple names and simple sentences independently. Staff provide effective writing opportunities in the 'Office Corner', encouraging language skills. They generally manage children well, but sometimes the children become noisy, distracting others and adversely affecting progress.

### **Mathematical development**

88. Teaching is good in both classes, and children achieve well. By the end of the reception year the majority are likely to attain many Early Learning Goals. A few

higher attainers are on course to exceed the goals, but many are achieving below the goals, so that overall standards are below expectations.

89. Nursery staff make ongoing observations and assessments, using them well to guide the planning of new work. They have high expectations of the children and plan activities that challenge them, enabling good achievement. Acting nursery rhymes; for example, 'Hickory, Dickory, Dock', helps children to understand the number 'one'. They show interest in numbers, attempting to count, order and match, through good use of number games and activities. They learn about the different sizes of 'The Three Bears', using 'big' and 'little' with growing understanding. Through using structured apparatus, water and sand trays they become aware of space, shape and measures.
90. Elements of the National Numeracy Strategy are effectively used in the reception class. Planning is effective, building on children's previous learning in a structured way. They are interested in numbers and count, order and match through good use of number games, such as 'Number Snap'. Many count to five, then to ten and beyond and, recognise numbers one to nine. A few higher attainers can go well beyond this. Some relate addition to combining two or three groups of objects. They learn about space, shape and measures through using structured apparatus, but talking to children reveals that many are unsure about shapes. Where teaching is most effective, work is well matched to children's differing levels of understanding, enabling good progress. Less effective teaching is seen when pace is lost so that children lose interest.

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

91. Teaching is good. By the end of the Foundation Stage the majority of the children achieve well and are set to attain expected outcomes. A few able children are on course to exceed these, but many are not likely to attain expected standards, so that, overall, attainment is below expectations. Staff in both classes plan a wide range of interesting and purposeful activities to encourage children to learn more about the world. Nursery children observe their 'Growing Table' and talk about it with limited understanding. Many reception children become aware of change, through learning about the life cycle of the butterfly.
92. Both year groups explore constructional apparatus and recyclable materials, using them safely to construct and build with growing skill. Nursery children are interested in computers and, with support, become familiar with using them. Reception children benefit from using the computer suite, and are well motivated to acquire basic computer skills. Whilst this demonstrates good practice, computers are not used regularly enough to build on their skills to carry out simple functions with confidence.
93. Good use is made of visits to local places to support nursery children's developing sense of place. Visiting places such as Sherwood Forest adds to reception children's sense of place and time. Children in both age groups benefit from a visitor, 'Mrs Tanner's Tangible History', raising awareness of past time. They develop cultural and multicultural awareness through experiencing a rich creative curriculum, stories such as 'Handa's Surprise', food technology; for example, cooking Chinese food, playing with dolls and puzzles from other cultures, and celebrating such festivals as Diwali.

## **Physical development**

94. Teaching in the nursery is consistently good. Reception teaching varies from satisfactory to good. Overall it is good and children achieve well. Many start in the nursery with underdeveloped coordination and physical skills. By the end of the Foundation Stage the majority are set to attain expected outcomes. The outdoor secure play area is a very good resource for children in both classes to achieve well in developing physical skills such as jumping, balancing and climbing. Most nursery children lack imagination. With effective adult interaction this is developing. They use wheeled toys and large apparatus with growing control and coordination, and become aware of others in the space around them. Teachers build on children's physical skills, and reception children move more imaginatively, with improving coordination and control, showing respect for other people's space. Effective use of small apparatus helps them to improve throwing and catching skills. In both classes, staff teach skills such as handling paintbrushes, writing tools and scissors to help children gain safe control of these finer movements. Many find this difficult, but are very well supported by staff.

## **Creative development**

95. Children make good progress as a consequence of good teaching, and the majority are set to achieve the Early Learning Goals by the time they leave reception. In both classes, staff provide effective opportunities for them to explore colour, texture, shape and form, and to develop independence and decision-making skills through choosing materials and tools for their activities. Nursery children begin to differentiate colours and explore texture and shape. With very good support they create a 'Summer Colours' display of paintings. Reception children explore the art elements to paint pictures of 'Dreadful Dragons' and create self-portraits in a variety of media.
96. Nursery and reception children benefit from the expertise of a music specialist who motivates them to sing familiar songs and rhymes. Nursery children sing songs such as 'Hickory Dickory Dock', with enjoyment. They happily explore playing untuned musical instruments, showing interest in the sounds they make. Many lack confidence but are well supported. Reception children enjoy singing songs and rhymes. They receive appropriate opportunities to listen to 'high' and 'low' sounds and begin to develop a basic understanding of pitch.
97. The 'Three Bears' Cottage' and 'Polly's Tearooms' in the nursery provide stimulating opportunities to develop children's imaginative play, extend speaking and listening skills, as well as their personal and social development, with effective interaction from staff. Reception children use the class 'Castle' area, with enjoyment. This encourages role play but there is less intervention by adults than in other creative areas and opportunities to develop sustained conversation are missed.

## **ENGLISH**

98. Standards in English for pupils in Year 2 at the end of the last inspection were in line with national averages. Results in the 2002 tests show that standards for pupils at the end of Year 2 had improved and were above national averages. They remained above national averages in reading when compared to similar schools and were well above national averages in writing when compared to similar schools. The performance of boys exceeded the national average in both reading and writing, and they did better than girls at this age.

99. Those pupils who have special educational needs make good progress towards meeting the targets set in their individual education plans. They are often withdrawn in small groups during literacy lessons for extra support. During these sessions and in lessons they benefit well from the knowledge and experience of the well-informed support. The very small number of pupils with English as an additional language, also make good progress. There are no pupils in the early stages of language acquisition.
100. The findings of this inspection, show that overall standards in English by the time pupils are aged seven and 11 are in line with the national average in reading and writing. The current standards achieved in writing by seven year olds, whilst broadly in line with national averages, are below last year's results. This is due in part to the very large numbers of pupils identified as having special educational needs in the current Year 2 cohort. There are just under half of the pupils in Year 2 identified with special educational needs. This is also reflected in the current Year 6 standards again, there is a high percentage of pupils, approximately one fifth of Year 6, who also have special educational needs. This reflects the school's own projections which indicate that results this year for 11 year olds are not likely to be above the national average, although there is a small number of higher attaining pupils. Pupils speaking skills are satisfactory. There are several examples throughout the school where pupils demonstrate good listening skills. Standards achieved in handwriting for pupils aged seven and 11 are inconsistent and pupils' handwriting is not at a satisfactory standard.
101. Results in the 2002 national tests show that standards attained by 11 year olds were in line with national averages, and remained so when compared to similar schools. Standards in English for pupils at the end of Year 6 have remained constant over the last three years (in line with national averages) but are lower than at the time of the previous inspection. The proportion of pupils attaining the higher Level 5 in English is still low. It is interesting to note that boys and girls have slightly exceeded the national average for their age group, but there is little difference between their achievements.
102. Most pupils enter school with a below average standard of vocabulary and only a small number of pupils are confident, articulate speakers and attentive listeners. Many pupils have attainment in speaking which is below average and often these pupils do not listen well.
103. The effective implementation of the literacy strategy provides good opportunities for pupils to listen carefully, and the emphasis that some teachers put on encouraging active listening, particularly when concentrating on phonics and sentence level work, has a positive impact on this aspect. Teachers and support staff put considerable emphasis on expanding the specialist vocabulary of English and other subjects. For example, in a design and technology lesson in Year 1 pupils are encouraged to use subject specific vocabulary to describe what they taste. This really supports pupils' learning and helps them to develop a more varied and wide vocabulary.
104. By the end of the juniors, the standards of most pupils are satisfactory. They have a good sense of the audience when reading aloud, seen when pupils read aloud in Year 6 during an English lesson. Teachers value and encourage opinions and discussion by asking suitably challenging questions and essentially allowing pupils sufficient time to respond. For example, again in Year 6, when the teacher searchingly asks, "What do you think the character is feeling?". Consequently, the way teachers support pupils in helping them to develop their own ideas and thoughts enables most pupils to make good progress. There are good opportunities for all pupils to develop ideas and arguments and to consider alternative viewpoints are limited. For example, in Year 6, pupils develop their ideas and thoughts about the pros and cons of zoos.

105. The development of speaking and listening skills is included in the overall plans for English. There are sufficient specific opportunities for the development of speaking and listening skills through other subjects. For example in a Year 3 and 4 art lesson, pupils were given the opportunity to discuss their ideas and observations about pictures of Egyptian art. This enabled them to develop their own opinions before attempting to create pictures representing Egyptian art themselves.
106. The teaching of reading is given a high priority. The school aims to raise and maintain standards by encouraging pupils to read regularly at school and at home. However, not all pupils receive consistent support at home. Considerable emphasis is placed on guided reading in order to help to raise standards.
107. The standard of reading in Year 2 is in line with national expectations although it varies greatly. The more-able pupils read with confidence, expression and obvious enthusiasm. They readily discuss characters and events and talk animatedly about favourite books and videos. One Year 2 pupil read with great fluency and accuracy, and talked enthusiastically about his favourite books and characters. Pace and tones were varied for different moods and his voice was used most effectively to differentiate characters.
108. The school has securely introduced the teaching of phonics through the introduction of PIPS [progression in phonics]. Pupils have developed strategies to help them read unfamiliar words by either using picture clues to make sense of what they are reading or by building up the sounds that the words make. They choose from a wide range of reading books, colour coded according to the level of difficulty and records indicate that most are well supported by parents, teachers and learning support assistants. Throughout the infant stage as part of the literacy strategy pupils are introduced to a range of texts through which their reading skills are systematically developed and reinforced. The shared and guided reading sessions are used well in this regard. Most seven year olds understand terms such as 'title', 'author' and 'illustrator'. The more-able understand the place and purpose of contents and index, and are clearly able to identify the difference between fiction and non-fiction texts.
109. Most pupils in Year 6 enjoy reading and cover a good range of fiction, and non-fiction. Several pupils were actively reading at every opportunity the latest Harry Potter book. They read accurately and use their skills to undertake research in other subjects, particularly in history and geography related topics. They can state preferences and give thoughtful appraisals of books they have read.
110. Older pupils understand the organisation of a library and in fact a number act as librarians for younger pupils. Older pupils know the function of the contents and index sections of books and are able to describe the basic skills of information retrieval. The libraries (one in each key stage) are in need of refurbishment and up dating. Home/school diaries are effective in encouraging parental and carer involvement in the development of pupils' reading.
111. By the end of the infant stage attainment in writing is very broad. A few pupils write well, constructing appropriately interesting complex sentences using a variety of connectives. Analysis reveals that a suitable range of writing is undertaken, including information, dialogue and instruction texts. A number of pupils write simple stories, short accounts and understand the importance of punctuation in writing. However, several pupils have yet to fully grasp the importance of full stops and capital letters; their sentences are short and their writing lacks any sense of sequence.

112. Spelling is taught through structured phonic work, right from when pupils first start school. When pupils mis-spell words they often do so in a way that is phonetically sound.
113. The standard of writing for pupils in Year 6 is in line with national expectations overall, although a significant minority need additional support and encouragement. Many pupils use punctuation accurately and well when creating stories or presenting pieces of extended writing. Pupils plan, and re-draft and edit their work. Higher attaining pupils use a developing variety of vocabulary to illustrate their stories, for example:  
**‘he was scrunched in the cupboard’** and  
**‘they trudged out of the door’.**
114. Pupils use their literacy skills effectively. For example, in a Year 6 lesson where pupils were working on writing their own similes and metaphors, one pupils wrote:  
**‘white stallions gallop over the crests of the waves weaving and bucking in fright’**  
another wrote when describing a storm:  
**‘Thunder was roaring like a motorbike’s engine’**
115. Teaching is good overall with some examples of very good teaching. No unsatisfactory teaching was seen. The teaching of the literacy strategy and the planning and organisation for lessons are good. In all classes, pupils have very good working relationships with their teachers who know them well. Teachers across the school have a good understanding of how to teach reading and writing, and all are now confident and competent in teaching phonics and delivering the National Literacy Strategy, since over the last 12 months they have received full training in the implementation of the literacy strategy.
116. Teachers are enthusiastic about teaching literacy skills and this has a positive effect on pupil confidence and interest. Other characteristics of the good teaching seen are;
- well-planned lessons;
  - teachers have good subject knowledge and are now confident in their delivery of the English curriculum;
  - good management of pupils. In the best lessons suitable challenges are presented to all pupils; and
  - teachers’ expect high standards of work and effort;
  - The learning environment is exciting and stimulating, and inspires pupils’ imagination.
117. Marking is inconsistent. Many teachers only acknowledge pupils’ work with ticks and the occasional comment such as ‘well done’ or ‘good lad.’ There are missed opportunities here to set individual targets so that pupils are able to make improvements and to help raise their own standards.
118. The leadership of English is satisfactory overall. Both coordinators provide satisfactory management of the subject but their roles are underdeveloped. They do not as yet have the opportunity to monitor teaching and standards in their subject, although this need is identified in the school improvement plan and there are plans to develop this from September. There are satisfactory assessment procedures in place but as yet these are not fully used to show gaps in pupils’ learning and as yet are not really informing curriculum planning, and therefore are not supporting the raising of standards.

119. There are not suitable libraries necessary for the development of pupils' research skills, and the supply and quality of books are, in many instances, unsuitable and of old and outdated information. The first school library in particular (despite teachers' best efforts to decorate it) is tired and tatty and is not a conducive learning environment.

## **MATHEMATICS**

120. In the national tests for 2002, pupils aged seven reached standards of attainment in line with the average when compared with all schools nationally, and above when compared with similar schools. The percentage of pupils reaching the higher than average Level 3 was below the national average. Pupils' standards of attainment at age 11 when compared with all schools and similar schools was below the national average, and fewer pupils reached the higher than average Level 5.
121. Early indications suggest that the 2003 test results for pupils age seven will have fallen slightly. This is confirmed by inspection evidence, and is the result of a significantly higher proportion of pupils with special educational needs in this particular year group. However, for pupils aged 11, early indications suggest that the 2003 test results will show that standards of attainment in mathematics overall are in line with the national average. This improvement is supported by inspection findings. The percentage of pupils reaching Level 5, however, is still below average.
122. Pupils standards of attainment over time at age seven and 11 show a steady improvement overall over the last five years, apart from a dip two years ago for pupils age 11. This reflects the particularly high number of pupils with special educational needs in that year group and the late full adoption of the National Numeracy Strategy also has had an adverse impact on standards. Pupils with special educational needs make good progress throughout the school.
123. Pupils enter Year 1 with lower than expected understanding of mathematics, but make good and even progress through the school.
124. By the end of Year 2, most pupils can sequence numbers to 100, know addition and subtraction facts to 20, can tell the time to quarters of an hour and know the properties of squares and circles. By the end of Year 4, most pupils know the properties of some regular polygons and quadrilaterals have developed a range of mental calculation strategies such as adding or subtracting numbers such as 19, 29, 21, or 31, by using the nearest ten and compensating. By Year 6 most pupils have developed secure mental arithmetic processes, use written methods of calculation effectively, although the application of these to real life problems is an area for improvement. They have a good understanding of most common metric measures and can use computers to plot graphs from data they have collected, and use the graphs to find new information.
125. The school fully adopted the National Numeracy Strategy, about a year ago, which has had a noticeable impact on standards, and teachers' confidence. Whilst the main principles have been adopted, there are still areas that require further development. The mental/oral sessions at the start of the lessons, are used well to develop a good range of calculation strategies, but there is insufficient attention to 'quick fire' questions to encourage greater speed and agility. The middle section of the lessons are sometimes reduced to the point where they cease to be effective, as a result of too much whole-class direct teaching, resulting in pupils having insufficient independent work time to reinforce their newly acquired skills. The plenary sessions



are generally effective, but not enough emphasis is given to extending the pupils' knowledge and understanding, and therefore in helping to raise the attainment of pupils.

126. The quality of teaching is good overall, sometimes very good and occasionally excellent, particularly in Year 2. Teachers plan their lessons well, provide appropriate resources and prepare effective activities for all ability groups within each set. This attention to detailed preparation, along with the setting across pairs of years, has contributed substantially to the improvement in the standards of mathematics attained of late, particularly at Key Stage 2. Teachers use good pupil management strategies and have good relationships with their pupils. This results in a relaxed but productive working atmosphere in which pupils respond well to questions and remain on-task throughout the lesson, which in turn maximises their learning.
127. The teaching of mathematics is well supported by ICT at Key Stage 2, not only in the access pupils have to software designed to develop logical thinking skills such as 'Function Machine', but in the use teachers make of their laptops and the school's data projector, to increase the effectiveness of their teaching. Although ICT is having a positive impact on the pupils' attainment, it is still an area for further development, particularly at Key Stage 1. Pupils confidently use mathematics in other subjects such as science to tabulate and manipulate data, in a lesson on the earth's planetary system.
128. The two coordinators for mathematics have successfully supported teachers in the introduction of the National Numeracy Strategy, and continue to support them when help is requested. At present, they have little opportunity to monitor the teaching of mathematics, and therefore do not have a thorough knowledge of what aspects of teaching need to be improved. The school is aware of this shortcoming and plans are in place to make monitoring more effective. Assessment records are being kept of pupils' progress, but there is insufficient analysis of key tests, such as the national tests at ages seven and 11, to ensure that future planning adequately reflects pupils' needs, and thus supports the raising of attainment. The coordinators have a good understanding of the subject's development needs, and are committed to the raising of standards.

## SCIENCE

129. Standards at the end of Year 2 and Year 6 are broadly in line with the national average. This is a similar finding to the previous report. Due to the timetabling of science in a block, in the previous half term it was only possible to observe one lesson. Scrutiny of pupils' work, interviews with staff and pupils and evidence from displays indicate that given their low starting points, all pupils including those with learning difficulties and those for whom English is not their first language achieve well. Over recent years there has been an improvement in trends.
130. In a Year 1 class, where the teaching was satisfactory, good use is made of musical instruments and blindfolds to promote pupils' understanding of how sound reaches our ears. Good listening skills are promoted as pupils investigate how distance affects the volume of the sound heard. More-able pupils record their findings in careful drawing and labelling of the three different parts of the ear and know that sound travels in 'waves'. Pupils who are less skilful at recording their work talk about the importance of our hearing, for example, 'a smoke alarm means danger and gives us time to get out of the house if there is a fire'.

131. Year 2 pupils know that the sun is a big ball of fire and recognise that it has a spherical shape. More-able pupils explain that it rises in the east and sets in the west. All pupils understand that the sun gives us heat and makes flowers grow. They know that in the desert the sun can be very fierce and that it is dangerous to look directly at the sun. Pupils have produced a chart which identifies that black card is a good material for blocking out light because 'it is not see through'. A visitor from the White Post Farm helps promote understanding of the minibeasts project which all the infant classes have enjoyed. Evidence of this is celebrated in displays which incorporate numeracy, art, design and technology to provide a high quality learning environment.
132. Pupils from Years 4 and 5 visit Conkers, at the heart of the National Forest Visitors Centre, in Leicestershire. This enhances learning in their topic on living things. Years 5 and 6 visit Magna Science Museum in South Yorkshire as part of their study on materials. Pupils talk about the four pavilions of earth, fire, water and air and relate how they had opportunity to melt some steel. Pupils' books include detailed information which shows all areas of science are well covered. Juniors welcome visitors such as a representative of the Nottinghamshire Wildlife Trust to assist them in their study of bird habitats in the extensive school grounds. This supports their learning.
133. Planning is now systematic and has a good focus on how pupils learn. Progression is built into the program of activities that ensures all areas of learning are well covered. The blocking of lessons ensures pupils are given good opportunities to investigate, explore ideas and interests in depth. Good opportunities are identified for activities, which allow pupils to explore, discuss and describe what they discover. Good emphasis is placed on linking science to other subjects; for example, in an infant project on minibeasts, good links are made to art, design and technology, literacy, and numeracy and pupils benefit from their work being celebrated in a very colourful and stimulating environment. A visitor from White Post Farm brings the topic of minibeasts alive for pupils.
134. As at the time of the previous inspection, assessment and monitoring of the subject remain a concern. The school is planning to address this issue next term, in order to ensure that all pupils achieve to the best of their ability. Coordinators as yet do not analyse test results or make amendments to the work set for pupils to improve the standard of their attainments. Monitoring of teaching of the subject is not undertaken rigorously and therefore there are no structures to ensure that the subject is taught to a consistently high standard and pupils have opportunities for optimum learning.

## **ART AND DESIGN**

135. The satisfactory standards found at the time of the last inspection have improved. Pupils achieve well and their attainment in art and design is above expectations for pupils aged seven and 11.
136. An impressive portfolio of pupils' art work collected throughout Key Stage 1 exemplifies pupils' development of artistic skills, and shows the real progress which they make. These examples include works in the styles of Giuseppe Arimboldi and Van Gogh, and show very good progression. Pupils are able to explore ideas using a range of media including, paints, charcoal, ink, pencils, clay, computer painting programs and a host of materials commonly found in the environment.
137. As yet there is no portfolio of pupils' art work in Key Stage 2, but the very good skills learnt throughout Key Stage 1 continue amongst older pupils' work, so that by the time they reach Year 6, pupils achieve standards above those expected.

138. Through the year groups, art and design supports other curriculum areas very well, and shows good quality work. For example, pupils in Year 2 are learning about fruit and vegetables in science and part of their work in art has been painting detailed pictures in the style of Acrimboldi. They produce very good quality paintings in the style of Lowry, connected with their geography work about the local area. Older pupils in Years 3 and 4 continue with this skill and create detailed drawings in the style of the Egyptians. They observe with great care Egyptian examples of art and use a template to try drawing their own examples.
139. Work on display, indicates the high value that the school attaches to art and design. It also serves to reinforce the importance of its contribution to the pupils' spiritual and cultural development as well as their understanding of other subjects. Pupils in Year 2 were very motivated when creating their own magic carpets in relation to their topic about India.
140. All pupils, including those with special educational needs, work well in lessons, maintain a good level of concentration and think hard about what they are going to produce. They are happy to evaluate their work and appropriately seek and accept guidance from the teacher and other adult helpers. They listen well during the introduction to lessons and this helps them to work productively on their work.
141. The quality of teaching ranges from good to very good. The lessons seen were well planned and prepared. The teachers introduce the lessons clearly, building on work carried out so far. They show very good subject knowledge and encourage pupils as they work and guide them in using different techniques. Pupils are well motivated and learn successfully as a result of teachers' careful organisation, good relationships, high expectations and good use of prompting and praise. This supports and helps pupils attain high standards.
142. The management of the subject is coordinated by two coordinators, (one from each key stage) who monitor work informally by looking at display boards and by checking teachers' planning. However, they have not yet had the opportunity to monitor teaching in the subject. They are well supported by other teachers and staff who also appreciate the role that art and design has in other subjects. The range of resources is good, and helps teachers to carry out their work well. Displays throughout the school are of a high quality and show the emphasis and importance which the school gives to the value of the work of the pupils.

## **DESIGN AND TECHNOLOGY**

143. Standards at the end of Year 2 and Year 6 are above the national average. This is an improvement on the findings of the previous report. All pupils, including those with learning difficulties and those for whom English is not their first language make good progress.
144. To accompany their science project on minibeads, pupils in Year 2 demonstrate their ability by making caterpillars using joiners. They discuss and evaluate the merits of paper fasteners, string and pipe cleaners. In conjunction with their study of India they make elephants using papier mache and decorate them elaborately with fabric, braid, sequins, feathers and glitter. Their skills are well developed and talking to pupils shows they have spent time designing, testing and comparing methods before the making process is attempted.

145. Pupils in Years 5 and 6 demonstrate their skills well in their design and making of headwear for Osiris for an ancient Egyptian play. They work enthusiastically with a range of materials, follow patterns accurately and use tools with increasing skills as they pin, cut and sew materials together.
146. In all classes, pupils are keen and enthusiastic to learn. They concentrate well on tasks and work well in pairs, in groups or independently. Working with a local artist to create sculptures of birds and nests using various materials including mod-roc enhances pupils' understanding of design and technology.
147. Teaching and learning are good and pupils achieve well. At the beginning of lessons teachers share the focus for learning well with pupils and check that they have a clear understanding of what they are to learn. Lessons are planned well to ensure there is a good balance of teacher and pupil interaction. Good challenge is set for pupils when time limits are set for activities. In these lessons, the pace is brisk and pupils achieve well.
148. There is insufficient monitoring of the subject. Coordinators do not have sufficient opportunities to ensure that the subject is taught to a high enough standard or that targets are being set which will help to raise pupils' attainment even higher.

## **GEOGRAPHY**

149. Pupils age seven and 11 attain the standards expected for their age. Most pupils, including those with special educational needs achieve well. Standards are similar to those found at the time of the previous inspection.
150. It was not possible to see any junior geography lessons during the inspection. Therefore no overall judgement can be made about the quality of junior teaching. Judgements are based on a scrutiny of pupils' work, teachers' planning, displays and discussions with teachers and pupils. Teachers' plans are effective and show that they provide a broad, balanced programme, based on secure subject knowledge. Resources are used well and teachers have appropriately high expectations of their pupils, with good levels of challenge in work, indicating good teaching.
151. Teaching in the infants is consistently good. By the age of seven, pupils study the local environment and develop appropriate skills, knowledge and understanding of local scale studies. Teachers organise effective fieldwork in the immediate and local environment. Pupils make simple maps of the lower school and the local area and create simple pictorial maps showing 'How I get to school', write instructions and identify human and physical features. Most achieve well, as a consequence of good teaching, which strongly emphasises fieldwork. Teachers' approach is structured. Pupils study a map of Gedling, then progress to a map of Britain, identifying Wales, England, Scotland and Ireland, then a world map to find Britain and India. More-able pupils become aware of how people improve their environments. Pupils demonstrate sound awareness of localities beyond their own, through comparing Indian life in Delhi with life in Britain. Teachers' expectations of pupils are high and have a positive effect on pupils' pace of working and good attitudes. For example, pupils enjoy selecting information from books, maps and videos to find out about the importance of water and how different levels of rainfall affect life in both countries. Teachers' subject knowledge is good. They use correct language, such as 'Temple, rainfall, environment', so that pupils understand and use these terms. Where lesson introductions are too long, pupils lose interest, adversely affecting learning.

152. Junior pupils consolidate and extend their previous learning appropriately. By the time they leave the school, they develop sound geographical skills, knowledge and understanding. Through studying the Indian village of Chembakhholli and the Jamaican village of Lucea, they develop appropriate understanding and proficiency of environments at several scales in different parts of the world. They become aware of the importance of location in understanding places. They study and describe weather and climate patterns in these places and record temperature and rainfall in, for instance, Bangalore. This contributes effectively to pupils' cultural development and promotes their multicultural understanding. Teachers provide a wide range of field studies. These make a positive contribution to the development of geographical skills, demonstrated in the detailed 'Thornbridge' display produced by pupils.
153. The curriculum meets statutory requirements and its breadth and balance are good, an improvement since the last inspection. A national scheme of work is used to supplement school's own scheme, providing helpful guidelines for teachers' planning. Topics are planned in a four year cycle, effectively addressing the needs of the mixed age classes. Good use is made of the environment to provide both local and field studies, as well as trips, for example, to 'Conkers' in Leicestershire. Residential visits to Thornbridge Centre and visitors, such as the Wild Life Trust, enrich the curriculum. All pupils are included in, all activities. Little difference was seen between the attainment of boys and girls. Literacy skills are used well in written recording and vocabulary development. Numeracy skills are used effectively, for example, in line graphs showing the variation in temperature in Bangalore. The use of ICT to support the subject is developing appropriately. This has been identified as an area for further development by the school.
154. Assessment and recording procedures are not sufficiently used to guide the planning of new work. The subject is led and managed by two coordinators, one infant and one junior. They have secure subject knowledge and support staff well. However, a lack of opportunity to monitor teaching and learning limits an overview of the subject to identify strengths and areas for development, and this has a detrimental effect on the raising of pupils' standards. Resources are good, overall, and support learning well but a number of geography library books are out of date and in poor condition. Effective displays enhance the curriculum and the learning environment.

## **HISTORY**

155. Pupils age seven and 11 attain standards above those expected for pupils of these ages and are similar to those found at the time of the last inspection. Pupils, including those with special educational needs, achieve well and many, very well.
156. No infant history lessons were observed during the inspection. Judgements are based on discussions with pupils and staff, a scrutiny of pupils' work, displays and teachers' planning. It is not possible to make an overall judgement on the quality of infant teaching, but teachers' plans are effective and show that they provide a broad, balanced programme based on secure subject knowledge. Levels of challenge in work show that teachers' expectations are high, and resources are used effectively, indicating good teaching.
157. By the age of seven, pupils increasingly recognise that past time can be divided into periods with similarities and differences through comparing and contrasting, for example, Victorian and modern times and life with 'Cars and no cars'. They use terms associated with the passage of time, such as 'then, now, long ago, past', with good understanding. They learn about life in school in the past and write about and

sequence school life 90 years ago, 20 years ago and the present day, showing good understanding and factual knowledge of past times. Teaching builds effectively on what pupils already know. For example, they understand how past life is different from their own by finding out about, and comparing 'Old and New Bathrooms and Kitchens' and children's lives in the past. This is effectively reinforced through studying 'Games a long time ago'.

158. Junior teaching is good overall, ranging from satisfactory to good, with very good teaching seen in Year 6. By the age of 11, pupils show an increasing factual knowledge of local, British, European and world studies and develop good skills of enquiry and positive attitudes. Teachers have high expectations of lower juniors who are well challenged to create time-lines, using 'BC' and 'AD', linking the Aztecs, through the Tudor period, up to modern day, identifying main events. Teachers use correct language, such as 'pyramids, ancient, artefact', so that pupils use these terms with good understanding. Resources are used imaginatively, well motivating pupils to find out about the work of archaeologists. Teachers encourage upper juniors to use a range of information sources to research 'hieroglyphics', and understand that books may differ in presenting 'facts'.
159. Good class management and clear explanations result in pupils behaving and responding well in researching Aztec life. Year 6 pupils study the ancient Egyptians, well understand their characteristics, select information from a range of sources and organise their work with appropriate use of terms and dates. They evaluate sources of information and select those relevant to specific questions about, for example, mummification and afterlife. This work is successful because the teacher has a clear grasp of the subject, shown by perceptive questions, well challenging pupils. Pupils sequence events leading up to the Spanish Armada, linking the causes and effects of events. They understand the past can be represented in various forms and know it may be interpreted in different ways. Infant and junior pupils know they can obtain information about the past from various sources, including CD-ROMs. Where lessons lose pace, learning slows.
160. The breadth and balance of the curriculum are good and it meets statutory requirements, an improvement since the last inspection. A nationally produced scheme of work is used to supplement its own scheme, providing helpful guidelines for teachers' planning. Topics are planned in a four year cycle, effectively addressing the needs of the mixed age classes. Good use is made of visits, for example, to Sherwood Forest, and of a visitor who talked about Victorian life. Links with literacy, reading, writing and increased vocabulary are appropriate. Numeracy skills are used effectively, for example, in time charts. The use of ICT to support the subject is developing positively. All pupils are fully included in all activities. Little difference was seen between the attainment of boys and girls.
161. Assessment is informal and therefore inconsistent, making it difficult for teachers to track pupils' progress. It is not sufficiently used to guide the planning of new work. The subject is led and managed by two coordinators, one infant and one junior. They have secure subject knowledge and well support staff but a lack of opportunity to monitor teaching and learning limits an overview of the subject to identify strengths and areas for development. Resources are good and support learning well. High quality displays enhance both the curriculum and the learning environment.

## INFORMATION AND COMMUNICATION TECHNOLOGY

162. By the time pupils are seven, their standards of attainment are just below what is expected nationally, but by age 11 they are in line overall.
163. Pupils enter Year 1 with some experience of computers but with insufficient confidence in the basic skills such as using a mouse. By the time they are seven they have made satisfactory progress using computers to produce pictures, and simple word processing, but still lack a comprehensive range of skills. The problem is compounded by a lack of opportunity for whole-class ICT training.
164. By the time pupils are aged 11 they have made good progress, have acquired a good range of skills, and are using computers to support most subjects of the National Curriculum. They are competent in word processing, editing their work efficiently, selecting appropriate fonts and inserting pictures and photographs. They use presentation software to support their history and literacy topics, importing appropriate graphics from the Internet and CD-ROMs. This is a particularly effective use of ICT. They use spreadsheets to record statistical information about the planets in science and to model the money transactions that occur at a supermarket checkout in numeracy. One class of Year 5 and 6 pupils has established an email link with a school in Jamaica and exchange information for their geography topic. Throughout the juniors, pupils use peripheral devices such as a digital camera, a computer microscope and heat sensors.
165. One area of the ICT curriculum that is not effectively covered is control and the programming language of Logo. The school plans to introduce this soon.
166. Information and communication technology is well used to support literacy and numeracy. Pupils use word processing facilities regularly to prepare notes to accompany wall displays at Key Stage 1 and use their editing skills to redraft stories at Key Stage 2. Numeracy software is effectively used by some teachers at Key Stage 2 to illustrate mathematical ideas such as number sequences and progressions, and pupils develop their thinking skills by challenging their partners using the 'Function Machine' program, which requires pupils to predict the two or three step operations needed to change from the input number to the output number.
167. The school has made rapid improvement in the degree to which ICT supports the whole curriculum since it installed an excellent networked ICT suite for the upper school, which is flexibly time-tabled for all classes in Years 3 to 6. In addition, the headteacher intends to schedule opportunities for younger pupils to use the suite. This is good practice and helps to ensure that standards of ICT improve for those pupils.
168. All staff have received the New Opportunities Fund training and most have embedded ICT firmly into their teaching, particularly at Key Stage 2. The school has a data projector, which is not only used in the ICT suite, but used to good effect in classrooms, contributing to the raising of standards.
169. The coordinator for ICT has a whole day a week to support other teachers, monitor their teaching and maintain equipment. This has had a major positive impact on the rate of improvement of ICT at Key Stage 2. The headteacher also has good computer skills and promotes the use of ICT such as using presentation software in assembly. The planning for ICT is good, including links with most other subjects on

- the curriculum. The coordinator has a clear understanding of how to develop the subject including the training priorities of the staff, in order to raise standards further.
170. Resources are good overall at Key Stage 2, and the headteacher has identified in the school improvement plan about improving the provision of computers in Key Stage 1 by networking a small suite.

## **MUSIC**

171. Music is a strength of the school. The standards of attainment that pupils reach at the ages of seven and 11 are in line with national expectations overall, but with good features. The quality of singing is good throughout the school. Pupils sing well in-tune, with clear words, and some appropriate expression. By age 11 they sing securely in parts and very musically.
172. By the age of seven, pupils are listening to a good range of music often related to their topics, such as Indian music related to their topic on India. Most can identify the instruments playing in familiar pieces and know to which family of instruments they belong. They clap a steady beat, can copy simple rhythms, and are developing a good sense of high and low notes. They experiment with composition by creating music to imitate the mini beasts they have been studying in science.
173. By the age of 11, pupils have experienced a range of composition ideas, and perform simple melodies using particular scales appropriate to the type of music they are creating, such as the music of ancient Egypt and the Aztecs. They construct simple rhythmic chants with appropriate words, and simple ostinato accompaniments. They keep a written record of their compositions using a form of graphic scoring. They perform pieces on a range of tuned percussion instruments, and most demonstrate good listening skills by keeping in time with each other. They listen attentively to a variety of music in assembly and in music lessons and have a sound knowledge of musical terms relating to tempo style and dynamics.
174. The extra-curricular opportunities are good. Pupils are offered the opportunity to learn orchestral and other instruments through a scheme involving visiting teachers. Unfortunately very few parents take advantage of this facility. Most of the small group of pupils that have these lessons play with the orchestra which comprises tuned and untuned percussion, keyboards, violin, clarinet, flute and trumpet. The pupils play with great enthusiasm and clearly enjoy the experience. The choir sing challenging songs with good accuracy and very clear diction. They have many opportunities to perform in assemblies, concerts, school productions and at special events outside school.
175. The quality of teaching is good. A music specialist takes all classes in the school, teaching appropriate skills in a progressive way throughout the school. She engenders great enthusiasm and most pupils clearly enjoy the subject. She is a very good pianist and singer and uses her skills to the full. She manages the subject well, although her considerable expertise is not used in a developmental way to improve the music teaching capabilities of the other teachers. Teachers do not stay in the lesson when she teaches and therefore are not increasing their own knowledge and expertise in teaching the subject. The school is well resourced for music particularly the range of tuned and untuned percussion instruments, and most are in good condition.



## **PHYSICAL EDUCATION**

176. Standards at the end of Year 2 and Year 6 are in line with the national average. This is a similar finding to the previous report. All pupils, including those with learning difficulties and those for whom English is not their first language make good progress.
177. In a Year 2 lesson where the teacher gives clear instructions pupils use space sensibly and show a growing sense of control as they stop quickly and safely on instructions, change directions and keep on task well. They enjoy their lesson and improve their skills in passing and throwing a ring in pairs. Pupils in Year 5 are introduced to a TOP SPORT lesson where the rules of the game are taught through demonstration. The teacher is a good model and pupils learn the importance of the efficient use of passing and receiving, for example, when dribbling, and the benefits of moving into spaces in invasion games. Good challenge is built into the lesson by the setting of time limits for the activities. In a Year 6 lesson higher attaining pupils gain an understanding of using a Silva compass to walk on a bearing. Many other pupils found the task too difficult and the teacher correctly noted a need to revisit both the process of the exercise and the pupils' knowledge of compass directions. The majority of Year 6 pupils are able to swim 25 yards. Some can swim much further.
178. Teaching and learning are good. Lessons are well prepared and proceed at a brisk pace. This ensures pupils remain on task and contributes to the good attitudes they show to learning.
179. Resources are good. The school grounds are extensive and afford good opportunities for outside activities. The school regularly entertains cluster schools and participates in many tournaments which help pupils develop skills both in physical education and socially. Staff are keen to support pupils and give freely of their time in extra-curricular activities.
180. Pupils have good attitudes to learning. They are confident to work independently and also display good cooperative skills in small groups and in team events.
181. Monitoring of the subject is underdeveloped. As yet, coordinators do not have the opportunity to monitor teaching and standards in this area of the curriculum and therefore are unsure of how to raise standards in this subject.

## **RELIGIOUS EDUCATION**

182. Standards at the end of Year 2 and Year 6 are in line with those in the locally agreed syllabus. At the time of the previous inspection they were above expectations. All pupils, including those with learning difficulties and those who have English as an additional language make good progress.
183. In assemblies and in all classes the theme for the week has been 'Treasures'. In a Year 2 lesson pupils learn about the treasures of God's world, and then discuss their own and others' treasures thoughtfully. They come to an understanding that we must all look after our treasures and know that although others may have treasures that we do not regard as special, we must respect that others do value them. In a Year 5 lesson on the same theme pupils develop a growing appreciation of how precious everyday commodities like water are to us, when we compare ourselves to people in other countries like Jamaica who consider themselves to be fortunate when they have a standpipe for fresh water.

184. Planning clearly identifies what is to be taught and when. All major faiths are covered and the school has good contact with local churches. Pupils are given time to think and reflect in lessons both on the actions they have taken and on those that they might choose in future.
185. Lessons have a clear focus. Planning clearly identifies opportunities for pupils to be involved in discussions, respecting differences in values, and lifestyles and consideration of their own actions. Resources are used well to bring the subject to life and good use is made of displays to enhance pupils' learning.
186. Assessment and monitoring of the subject are underdeveloped. As yet, coordinators do not have the opportunity to monitor teaching and standards in this area of the curriculum and therefore help to raise standards.