

# INSPECTION REPORT

## **KEYWORTH PRIMARY SCHOOL**

Keyworth

LEA area: Nottingham

Unique reference number: 122728

Headteacher: Mrs J McKay

Reporting inspector: Mr N Sherman  
16493

Dates of inspection: 23<sup>rd</sup> – 26<sup>th</sup> June 2003

Inspection number: 248383

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Nottingham Road  
Keyworth  
Nottingham

Postcode: NG12 5FB

Telephone number: 0115 974 8005

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Appropriate authority: The Governing Body

Name of chair of governors: Mr N Wright

Date of previous inspection: 24<sup>th</sup> November 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16493	Mr N Sherman	Registered inspector	Information and communication technology Art and design The foundation stage Educational Inclusion English as an additional language	The school's results and pupils' achievements; How well are pupils taught? What could the school do to improve further?
15181	Mrs M Hackney	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
31862	Mrs J Coop	Team inspector	English Pupils with special educational needs Religious education Design and technology	How well does the school care for its pupils?
29504	Mrs S Herring	Team inspector	Science Music Physical education	How good are the curricular and other opportunities offered to pupils?
20326	Mr P Clark	Team inspector	Mathematics History Geography	How well is the school led and managed?

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

### **INFORMATION ABOUT THE SCHOOL**

Keyworth Primary School is situated in the village of Keyworth six miles south of the city of Nottingham. The school provides Nursery education for all the children in the village and around two-thirds of the children transfer to other primary schools once they reach the age of five. The school is of a similar size to other primary schools. There are 216 pupils on roll and there are more boys than girls. The school has an above average number of pupils with special educational needs. An average number of pupils claim free school meals. The percentage of pupils with English as an additional language is below average and there are no pupils at the early stage of learning English. Pupils enter full time education with average levels of attainment.

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

Keyworth Primary School is a good school. Pupils reach high standards in English and mathematics and pupils achieve well in these subjects. Progress in art and design is good. Pupils have good attitudes to their learning and they are further stimulated by the good quality teaching they receive. The school has developed strong links with the parents and the local community and these have a positive impact on the quality of pupils' learning. There is effective leadership and management of the school, and the headteacher enjoys the confidence of the pupils, staff and governors and provides a clear sense of direction for the school's development. The school provides good value for money.

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

- There is very good provision for children in the Nursery.
- Pupils reach standards well above the national average in English and above average in mathematics by the time they reach the age of 11.
- Standards in art and design are above national expectations.
- There is much good teaching at the school, particularly in English and mathematics.
- The school is effective in planning pupils' spiritual, social, moral and cultural development.
- The pupils are highly enthusiastic learners who are keen to achieve.
- There are strong links with parents and the local community.
- Pupils with special educational needs are very well integrated into the school.
- There is good leadership and management of the school and the headteacher provides the school with a clear and purposeful sense of direction.

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

- How assessment information is used to plan learning, particularly in subjects other than English and mathematics.
- Aspects of pupils' personal development.
- How the role of the deputy headteacher is fulfilled.
- How the school uses some of its accommodation.

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

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

The school was last inspected in November 1997. It has made good progress since then. The headteacher since her appointment to the school has successfully built on the good momentum the school had forged in tackling the key issues from the last inspection.

Particularly good progress has been made in raising the levels of pupils' achievements in National Curriculum tests in English and mathematics and the school makes very good use of test data to plan whole school developments. Standards in information and communication technology have been successfully raised, but there is a need to ensure that pupils make greater use of computers in daily lessons. The school is well placed to build on the recent improvements and continue to improve the quality of pupils' learning.

## STANDARDS

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

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

The above table indicates that in the 2002 National Curriculum tests, the pupils reached standards that were well above the national average in English and were a marked improvement over those for the previous two years. In mathematics and science, standards were in line with the national average. When compared with similar schools, based on the number of pupils who claim free school meals, standards were well above average in English and above average in mathematics and science. The rate of improvement in National Curriculum tests over the past three years has been at a rate higher than that seen nationally.

The findings of the inspection are that standards in English at the end of Key Stage 2 are well above the national average and above average in mathematics. In science, standards are average. Pupils make good progress in English and mathematics and satisfactory progress in science. Standards in art and design are above expectations and progress is good. Standards in all other subjects are in line with expectations.

The 2002 National Curriculum tests at the end of Key Stage 1 indicate that standards are well above average in writing and mathematics and average in reading. When compared with similar schools, standards are well above average in reading, writing and mathematics. The findings of the inspection indicate that standards in English and mathematics are above average and pupils make good progress. Standards in science are average. Standards in art and design are above expectations and pupils make good progress. Standards in all other subjects are in line with expectations.

Children in the Nursery make good progress. By the end of the Foundation Stage, children reach standards that are above expectations in the mathematical and creative areas of their development as well as in their personal, social and emotional development and in their knowledge and understanding of the world. In the other areas of learning, children reach standards in line with the expectations for children of this age.

Pupils with special educational needs make good gains in their learning aided by the very good levels of support they receive in class and in the way that their progress is recorded and monitored as they move through the school. Higher attaining pupils make good progress in



English and mathematics but, with the exception of music and physical education, they are capable of reaching higher standards in other subjects of the curriculum.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Good. Most pupils work hard in lessons, and many attend the very good range of extra-curricular activities that the school provides.
Behaviour, in and out of classrooms	Good. Pupils are sensitive to the needs of others and behave well in and around the school.
Personal development and relationships	Relationships are good. However, personal development is satisfactory. Pupils are provided with too few opportunities to organise and direct their own learning.
Attendance	Satisfactory. Attendance rates are very close to the national average.

### **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Nursery and Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
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.*

While there is some variety in the quality of teaching, the overall standard is good. Teaching in the Nursery is very good and the children are taught in a rich and stimulating learning environment. While the teaching of the Reception aged children is good, their learning is impeded by the limited space in their classroom. While the teaching of English and mathematics is good at Key Stage 1 and Key Stage 2, an overuse of worksheets restricts the development of pupils' literacy and numeracy skills in other subjects. The teaching of art and design is good and pupils make good progress as a result. The teaching of information and communication technology is satisfactory, although greater use could be made of the school's computer suite and classroom based computers in daily lessons. The teaching of pupils with special educational needs is good, and the learning support assistants make a valuable contribution to their progress.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets the requirements of the National Curriculum and religious education. The extensive range of extra-curricular activities suitably enriches the curriculum. However, insufficient attention is paid to the development of the pupils' investigation skills.
Provision for pupils with special educational needs	Good. Those with a high level of special educational needs are very well provided for. Pupils with more moderate learning difficulties are given equally very good support in day-to-day lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school is effective in how it plans for the pupils' spiritual, social, moral and cultural development. Classroom displays and subjects such as art and design are suitably planned to develop the pupils' understanding of the world in which they live.
How well the school cares for its pupils	There is very good care of the pupils on a day-to-day basis, and all members of staff are very sensitive to the needs of particular pupils. Assessment information is used well to plan whole school development in English and mathematics, but there is a need to boost the procedures teachers use to monitor and track the pupils' progress in other subjects.

The school enjoys the good support of many parents at the school. Information to parents in terms of newsletters and day-to-day events at the school is good and the quality of pupils' annual reports has recently improved to give parents a clear picture of what their children do well and what they need to do in order to improve.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides clear leadership and has proved instrumental in strengthening many aspects of the school. However, the lack of an effective senior management team places too heavy a burden on her in monitoring the school's work. The role of the deputy headteacher is insufficiently developed.
How well the governors fulfil their responsibilities	Good. The governors provide well-targeted support and have a good understanding of the school's strengths and where developments need to be made.
The school's evaluation of its performance	While the headteacher is effective in monitoring teaching and learning the role of the co-ordinator in supporting this aspect of leadership and management is under developed. Good use is made of assessment information from the pupils' National Curriculum test scores to plan future school developments.
The strategic use of resources	There is good use of the various grants that are given to the school to support the pupils' learning. The school has an appropriate understanding of the principles of 'best value' and rigorous discussions take place by the governors before making spending decisions.

Accommodation is good, but the space for the children in the mixed Year 1 and Reception class is insufficient to enable them to make the progress of which they are capable in certain areas of their learning. There are a good number of teaching and support staff at the school. Resources are satisfactory.

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

<b>What pleases parents most</b>	<b>What parents would like to see improved</b>
<ul style="list-style-type: none"><li>• The care that the pupils receive.</li><li>• The start that the children get to their education in the Nursery.</li><li>• How the school encourages the parents to play a full and active part in their children's learning.</li><li>• The impetus that the headteacher has given to moving the school forward.</li></ul>	

Inspectors agree with the parents' positive views of the school.

## **PART B: COMMENTARY**

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

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

1. The school provides part-time education in the Nursery for all the children in the village. However, not all of the children stay at the school when they reach the age of five and leave the school for other primary schools in the area. Those that do stay have average levels of attainment having made good progress in many areas of their learning while in the Nursery. By the end of the Foundation Stage, children exceed the expectations in their personal, social and emotional development and in their mathematical and creative development as well as in their general knowledge and understanding of the world. Progress is good. In their communication, language and literacy and physical development, children reach standards in line with expectations for children of this age. Progress is satisfactory. The overall pace of the children's progress in these areas of their learning is restricted due to the teaching space in the Reception class being limited.
2. The Key Stage 1 2002 National Curriculum tests indicated that pupils reached standards in reading that were average and in writing, standards were well above average. In mathematics, pupils reached standards that were well above average. When compared with schools in similar circumstances, based on the number of pupils who claim free school meals, standards were well above average in reading, writing and mathematics. Teacher assessments in science indicated that standards were average. The 2002 results were a marked improvement over those for 2001, particularly in writing reflecting the whole school action taken to address shortcomings identified by the school in the development of pupils' writing. The findings of the inspection are that the current group of Year 2 pupils are on course to reach standards that are above national expectations in reading, writing and mathematics. Standards in science are in line with expectations and pupils make satisfactory progress in their understanding of different scientific ideas and principles as they move through Key Stage 1. Given the average level of attainment when pupils leave the Foundation Stage, pupils make good progress as they move through Key Stage 1 in the development of their key skills in English and mathematics. Similarly, pupils with special educational needs, many of whom have their needs identified early by the school, and who are given appropriate support and guidance to enable them to achieve to the best of their ability, also make good progress.
3. The Key Stage 2 2002 National Curriculum tests for English indicated that standards were well above the national average. This represents significant improvement over those for 2001 when they were well below the national average. The test results show that in mathematics and science, standards were average. When the results are compared with those of similar schools, standards are well above average in English and above average in mathematics and science. The trend in improvement over a three-year time-line in terms of pupils' performance in the National Curriculum tests has been at a pace higher than that seen nationally.
4. Inspection findings indicate that the attainment of the current group of Year 6 pupils is well above expectations in English and above expectations in mathematics. In science, standards are in line with those expected for eleven-year-olds. The school has recently turned its attention to improving pupils' attainment in mathematics and this accounts for the difference between the inspection findings and results of the National Curriculum tests. In science, where there is also a difference between the inspection findings and the evidence from assessment data, this is explained by shortcomings in the standards

pupils reach in the investigational element of their work. Pupils make very good progress in English and good progress in mathematics as they move through Key Stage 2. In science, progress is satisfactory. Those pupils with special educational needs make good progress in their learning and the careful monitoring of their progress as they move from class to class and the close links that the school has with the parents of the pupils concerned help to ensure this good progress.

5. In English, pupils make good progress in the development of their speaking and listening skills as they move through Key Stage 2. By the time they leave the school, they are able to speak clearly and expressively and participate in class discussions effectively through listening with interest to what their classmates are saying. In reading, pupils reach standards that are well above average. Many talk enthusiastically about the books they read and enjoy reading a wide range of fiction from modern day authors to the abridged works of more classical authors such as Shakespeare or Dickens. Pupils make equally good gains in writing and by the end of Key Stage 2, they are able to produce writing with a different reader in mind and appreciate the need to draft and redraft their work in order to improve the overall quality of what they produce. The quality of what they produce is often lively and interesting and is successful in ensuring that the reader is sufficiently motivated to want to read to the end of the pupils' work in order to see how it concludes. Although pupils have good levels of literacy the over-use of worksheets for some of aspects of their literacy work in other subjects, for example, limits their progress.
6. In mathematics, by the end of Key Stage 2, pupils have a good understanding and are able to apply their knowledge of number to solve a range of everyday mathematical problems. Pupils make good progress in their awareness of number facts and understand well the relationship between fractions, decimals and percentages. Good progress is made in the pupils' understanding of shape and measure and they explain well the range of different angles often found in shapes and can solve problems involving co-ordinates. Pupils present mathematical information in a range of different ways. When using the computer suite, for example, they draw on a range of software such as spreadsheets to present the information they gather through a range of different charts and graphs. Although progress in number is particularly good, that made in investigation work is unsatisfactory and can be restricted by an overuse of worksheets by the pupils that stops them developing their ability to work through problems of a more open-ended nature.
7. Pupils make satisfactory progress in science. Secure gains in knowledge and understanding of different scientific ideas are made by the pupils and they enjoy exploring the world around them from a scientific point of view. However, the pace of progress is limited by weaker attainment in terms of their ability to undertake investigation work. While the pupils have a satisfactory understanding of what is meant by a fair test, in reality too much of their work is very much directed by the teacher. This limits the pupils' ability to set up their own lines of enquiry by setting up investigations in a way that they feel would be the best way to approach the problems they are set.
8. Pupils make good progress in both key stages in art and design and by the end of both key stages the pupils reach standards that are higher than expected. Teachers make very good use of the work of different artists to stimulate the pupils' interest and enthusiasm for art and pupils have a good understanding of the works of famous artists and craftspeople and the styles and techniques that they employed when producing artwork. In all other subjects, pupils make satisfactory progress and reach standards in line with expectations.

9. Since her appointment, the headteacher has given a clear lead in making improvements in order to raise standards. In the past academic year, for example, a very strong thrust has been given to raising standards in English and this has resulted in pupils now reaching high standards. Standards in information and communication technology have also been raised since the last inspection when they were judged to be below expectations. While the school's computer suite has had a positive impact on the progress that the pupils make in information and communication technology there are missed opportunities in daily lessons for pupils to use computers and other related equipment to support their learning.
10. Evidence from the National Curriculum tests over three years indicates that the boys perform better than the girls in the tests. The headteacher's very careful analysis of all pupils' performance in both National Curriculum tests and other tests for pupils in other year groups indicates that currently there is no significant variation in the attainment between boys and girls. Inspection findings do not indicate that the girls are treated any differently to the boys and show that they achieve equally well in lessons. Higher attaining pupils make good progress in English and mathematics but given their abilities, they are capable of producing higher standards of work in other subjects. The school does have a register for pupils whom it judges to be gifted and talented and in some areas of the curriculum, such as music, additional provision is made for the pupils concerned to develop their skills such as developing their ability to play a musical instrument. The school recognises the need to ensure that pupils who may demonstrate a particular flair in other subjects are provided with sufficient opportunities to develop the aptitude they demonstrate.

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

11. In all classes pupils of different abilities have a good attitude towards school. They are eager to be involved, and are enthusiastic about learning. These positive attitudes make a good contribution to pupils' achievements and progress. All pupils, including those with special educational needs and children in the Foundation Stage, are very happy in school and enjoy all of the activities. The school is a pleasant and orderly learning environment where pupils respond very positively to their teachers. Pupils of all ages are caring and supportive towards each other. Examples were seen during lessons of pupils showing respect for the feelings, values and beliefs of others. For example, during a Year 4 and Year 5 religious education lesson pupils listened very attentively to each other as they shared their feelings of peace when reflecting on a Hindu shrine, burning incense and listening quietly to Indian music. Parents are very positive in their view that pupils behave well and like school. Pupils concentrate well on their work during lessons, often working well independently and in small groups. Most listen attentively to their teachers and are keen to answer questions and undertake challenging tasks. In all classes, including the Nursery, pupils share resources sensibly and co-operatively, often helping each other to make choices. Pupils are very friendly and polite and this reflects the school's high expectations of self-discipline. Children in the Foundation Stage settle quickly into well established routines and procedures, and they are happy and secure within the group.
12. Behaviour is good throughout the school and has been well maintained since the last inspection. Most pupils try hard to please their teachers and behave well in classrooms and in the playground. Pupils respond well to the school's positive code of conduct, and its system of celebration and reward for good behaviour and achievements. They enjoy winning house points, stickers and certificates and value the 'Bricklayer Awards' presented each week during assembly. All adults in the school act as good role models, and pupils develop a clear understanding of the difference between right and wrong. At lunchtime, pupils are very polite and well behaved as they sit together in

small groups to eat their cooked and packed lunches. Behaviour is good during assemblies and pupils enter and leave the hall quietly and sensibly. They play together harmoniously in the playground, and the older pupils help to look after the younger ones. Incidents of bullying or harassment are rare and pupils and parents are satisfied that the headteacher and staff deal with any problems promptly and appropriately. There have been no exclusions during the last academic year.

13. Relationships throughout the school are good. Pupils with special educational needs are included well in all activities by their classmates. The good relationships amongst pupils and between pupils and all adults in the school make a very positive contribution to their self-esteem and academic progress.
14. Pupils' personal development is satisfactory. In all classes pupils undertake a number of special responsibilities such as class and assembly monitors, tidying equipment and helping, for example, to care for the rabbits. Although the school recognises the need to increase pupils' personal responsibility and initiative in their day-to-day learning, at present there is, for example, no school council to help them have a voice in the day-to-day organisation of the school. Insufficient opportunity is provided for older pupils to actively develop their independent learning through the development of library and Internet research skills other than when the pupils are specifically taught in the rooms concerned. Year 6 pupils take part in the DARE (Drug Abuse Resistance Education) project and graduate at the end of the session with the presentation of certificates. Many pupils take part in a good range of extra-curricular activities and educational visits including a residential visit in Year 6. These activities have a very positive effect on the pupils' personal and social development. All pupils enjoy taking part in the annual productions and concerts.
15. Attendance has improved slightly and is satisfactory. The level of attendance at 94.5 per cent is broadly in line with the national average. There is no unauthorised absence and this is a recent improvement. A significant number of pupils take holidays during term time which has a negative effect on attendance levels. The majority of pupils arrive punctually in the morning as they want to come to school. Lessons start promptly and there is a well-ordered and efficient start to the day. This has a very positive effect on pupils' attitudes and progress.

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

16. The quality of teaching is good overall and in some subjects has improved greatly since the previous inspection. There remains however, some variation in the quality of teaching between year groups and in the teaching of certain subjects. During the inspection, the quality of teaching was very good in 26 per cent of the 43 lessons seen, good in a further 37 per cent of lessons and satisfactory in the remainder.
17. The teaching of English and mathematics at both key stages is good reflecting the time and attention that the school has recently paid to strengthening the way that basic skills are taught and promoted. Teachers effectively use the national guidance materials and increased attention has recently been paid by the school to developing ways to extend pupils' literacy and numeracy skills through different subjects. Pupils are given good scope in English, for example, to draft and re-edit their work with teachers emphasising that such skills lead to work of a higher quality. Good attention is paid in mathematics lessons to developing the pupils' knowledge and confidence in solving number problems and pupils grow more assured in their ability to solve problems both mentally and with more tried and tested paper methods as they move through the school. The teaching of science is satisfactory. Good emphasis is placed by teachers on

developing the pupils' knowledge and understanding of different scientific facts. However, the impact of teaching in science is lessened through too few opportunities planned by teachers to let the pupils determine for themselves the general course and direction of their investigation work. The teaching of information and communication technology is satisfactory overall and good when pupils are taught in the school's computer suite where they get good access to the equipment in order to refine their skills. However, there are missed opportunities by teachers to incorporate the use of computers to support their everyday teaching. The teaching of art and design is good and pupils make good gains in their learning as a result. Teaching in all other subjects is satisfactory.

18. The quality of teaching in the Foundation Stage is good overall, and has very good features in the Nursery. Here, the teacher has a very good understanding of the needs of young children and highly effective use is made of the learning support assistants in supporting the children's learning. The children's learning is well planned and very much geared around topics and themes that appeal greatly to the children's level of interest and maturity. Good use is made of play to stimulate the children's interest and build on their high levels of interest in what they are learning. Children make good progress in many areas of their learning in the Nursery, particularly in their ability to play and co-operate with one another. There is some good teaching of the children in the Reception class. They are integrated well with the older Year 1 pupils and the teacher is careful to ensure that their needs are met to the best of her ability. However, in this she is restricted through limited classroom space. While some scope is provided, for example, for the children to involve themselves in imaginative play, the restrictive nature of the classroom limits the potential to use the space more fully and creatively to promote the children's learning.
19. Teaching in Key Stage 1 is good. The teachers plan the pupils' learning well and careful heed is paid to the different needs of the mixed ages of pupils in the class. Basic skills of literacy and numeracy are taught well. In the literacy and numeracy sessions teachers ensure that introductions to lessons are paced just right to ensure that the pupils become interested in what they are learning and have enough time to complete the set work. Time at the end of the lessons is used well to draw pupils together to explore with them what they have learned or what they may have found difficult. During lessons, teachers and support staff assist and guide the pupils well in the work they undertake. Teachers work very well with the learning support assistants and are more than willing to take on board the ideas that learning support assistants themselves feel would improve teaching. This is particularly evident in art and design where one of the learning support assistants has a strong interest in the subject and the teachers successfully draw on her expertise in planning what the pupils are to learn. Just occasionally, however, learning support assistants do not take a sufficiently active role in the introductory parts to the lessons and this is not always an effective use of their time. A further strength in teaching lies in how the pupils are managed. This is very effective and ensures that the teachers have a strong rapport with the pupils ensuring that the pace of lessons is smooth and unobtrusive.
20. Teaching at Key Stage 2 is good overall and very good in the upper part of the key stage. The pupils are well managed ensuring that little time in lessons is lost. Introductions to lessons are brisk and lively and teachers use questions well to explore with the pupils what they have learned in a previous lesson. This helps pupils to recall what they have learned as well as giving them scope to develop their confidence and ability to speak in front of a wider audience. Teachers have secure subject knowledge and understanding in the subjects that they teach and in the main plan learning that successfully captures the pupils' interest. Where teaching is very good, characteristics include very effective use of time, the planning of learning that pupils find stimulating



and the very good management of the pupils. In one very good Year 6 information and communication technology lesson seen during the inspection in the school's computer suite, for example, the teacher very quickly explained to pupils at the start of the lesson what different groups of pupils were to strive to achieve by the end of the lesson. This involved some pupils putting together text and graphics in the form of a slide presentation, and others to use the Internet to research information about Loggerhead Turtles. The teacher and other adults gave just the right degree of support to pupils when they experienced particular difficulties so that the pupils eventually learned to solve the problem for themselves. Teachers and support staff had equally high expectations of the pupils with particular learning needs but the pupils concerned responded well to the challenge in the task. By the end of the lesson, all pupils had worked hard and produced work of a high quality and had made good gains in their learning of how information and communication technology can be used to mix text and graphics in order to communicate information.

21. Where teaching is satisfactory rather than good at Key Stage 2, it is characterised by some less effective management of the pupils and this leads to time in lessons being lost as the teachers have to remind the pupils of the importance of listening and concentrating carefully on what they are to learn. In addition, as in Key Stage 1, the input of learning support assistants at the start of lessons is at a minimal level and greater use could be made of their expertise as opposed to listening alongside the pupils to what the teacher may be explaining or sharing with the pupils. In both key stages, some use is made by teachers of homework to support learning. Pupils are given every encouragement to use information and communication technology to complete this. Overall, however, there is no clear and consistent timetable for homework. While teachers do mark pupils' work, this is largely in the form of encouragement of the pupils for their efforts and too little guidance is given to show how they may improve their work.
22. The teaching of pupils with special educational needs is good in literacy and numeracy lessons where teachers follow pupils' individual education plans closely and ensure that they are well supported in order to complete tasks planned for them. In other lessons, although staff adapt their questioning so that pupils are able to participate in discussions, work planned is often the same for all pupils and without support, some pupils with learning difficulties can occasionally struggle to complete the work, this impacts on the progress they make in these subjects. The school makes very good provision for pupils with more complex learning needs. Classroom assistants are very professional and sensitive in their approach and provide very effective support in lessons. This ensures that the pupils achieve their best and are able to take a full and active part in class activities.
23. The pace of pupils' learning is good in English, mathematics and art and design and pupils make good gains in applying their skills learned in these subjects through the work that they undertake in the subjects concerned. However, the pace of pupils' learning is restricted in other subjects by an overuse of commercial and teacher prepared worksheets some of which add little to the development of the pupils' literacy and numeracy skills, nor their ability to determine for themselves the course that their learning could possibly take. Some of their learning is over-directed by the teacher and this limits pupils' creativity and ability to think about the best way forward to solve the tasks that they are set, particularly in terms of the investigational element of the curriculum.

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

24. The quality and range of learning opportunities throughout the school are good overall. A particular strength is the provision of a very wide range of extra-curricular activities. The curriculum meets all statutory requirements, including religious education, which is suitably matched to the needs of the Locally Agreed Syllabus. The school has largely addressed the issue from the last inspection related to the introduction of a long-term curriculum framework with the introduction of national guidelines for most subjects.
25. The curriculum is broad with all subjects covered but there is some imbalance between the subjects. This is because of the two overlong sessions devoted to literacy and numeracy in the morning, which reduce the time available for other subjects especially in Key Stage 2. While some of the chosen themes are developed through other subjects, the lack of time means that some aspects are not covered in sufficient depth. Occasionally the planning of learning for pupils in some subjects such as science in the mixed aged classes has led to a situation where no class in the school is studying 'materials and their properties' in the current year. This results in too long a gap to ensure the pupils successfully develop their skills in the units of work concerned.
26. Literacy and numeracy skills are taught effectively in literacy and numeracy lessons, leading to an improvement in standards. However, the overwhelming use of worksheets throughout the school, very often requiring pupils to supply only a missing word or number, restricts opportunities for pupils to develop their literacy and numeracy skills in other subjects. Similarly, information and communication technology skills are being suitably developed during lessons in the new suite but there are insufficient opportunities to enhance learning and develop expertise in other lessons. This issue from the previous inspection has not yet been fully tackled. The control element of information and communication technology is at an early stage of development. There are a number of other strengths in the school's curriculum provision. In literacy lessons, pupils experience a very wide range of literature, which has helped to improve standards considerably in reading and writing, and arithmetic skills are promoted well in mathematics. Good use is made of the local environment to enhance learning in history. There is a great emphasis in many subjects on pupils acquiring facts and skills, and in this the school is successful. However, there are too few opportunities for pupils to develop independence through devising their own experiments and investigations in mathematics and science or in pursuing their own lines of enquiry in history. Consequently, the chances for pupils to develop independence in learning are restricted.
27. The school ensures that there is equal access to the curriculum for all of its pupils. Pupils with special educational needs are supported well so that they have full access to all the lessons. Targets on pupils' individual educational plans are relevant and specific, but are not always phrased in a way that pupils can easily understand and this prevents pupils from having a greater sense of ownership of them. Pupils are well supported in lessons and support is especially effective for those pupils with more complex learning needs. Specialist support staff are well trained, and follow the guidance received from outside agencies and the special educational needs co-ordinator closely and this ensures that pupils have equal access to all aspects of the curriculum. Pupils who demonstrate musical or sporting promise are encouraged in school and are also directed to suitable sources of expertise. The 2002 test results for eleven year olds indicated that boys were achieving better than girls, particularly in science and mathematics, but the inspection findings provide no evidence to account for this in terms of how the curriculum is planned.
28. The school's provision for personal, social and health education is good and is supported by an appropriate range of school policies. The school plans a good range of

activities, which draws on the expertise of a wide range of agencies as well as the class teachers. The danger of drugs misuse is emphasised at the appropriate level during designated days. These are led by a specialist team, in which pupils from Reception to Year 6 participate in suitable workshops and drama, with good parental involvement. Pupils in Year 6 study issues in greater depth in a specific drugs awareness project to equip them to make informed choices. Visiting speakers are also involved in promoting wider health education issues, for example the school nurse advises and supports in the teaching of sex education to pupils in Year 6 and a visiting 'Life Education Caravan' addresses a wide range of health issues for all pupils. The school has identified the need to introduce specific weekly sessions such as 'Circle Time' to strengthen provision further.

29. Provision for extra-curricular activities is very good. Teachers give freely of their time to provide a wide range of sporting and musical activities after school, which are well attended by pupils. There is an art club and this is for younger pupils in school. An exceptional activity is the literacy club, which is attended voluntarily, after school, by the whole of Year 6, and this contributes well to the standards achieved and in helping them to develop a love of literature. Pupils benefit from a residential trip to the Peak District where they participate in a wide range of outdoor and adventurous activities. In addition, pupils in Year 6 are benefiting from French lessons from a visiting specialist from the high school.
30. The school's links with the local community are very good and make a strong contribution to pupils' learning. Regular visitors enrich the curriculum. For example, pupils have written an information booklet about Keyworth with help from the Keyworth History Society and other visitors have organised school competitions. The local clergy visit regularly on a rota basis to lead assemblies, and pupils donate harvest produce to the Friary Drop-in Centre at West Bridgford. With help from a member of Keyworth Arts Association pupils in Year 5 and Year 6 have taken part in a willow-weaving workshop. Pupils were involved in the celebrations of the opening of a new local supermarket and benefited from a donation towards playground equipment. Good links with the local police provide pupils with very effective personal and social education through the 'DARE' project and Life Education initiative. Local football teams support the school well by providing football coaching sessions for pupils. The local environment is used regularly and effectively as a learning resource for such topics as Keyworth library to meet an author and local history and geographical investigations.
31. The relationship with other schools is very good. The school benefits from being part of a family of schools and through regular liaison pupils take part in a range of joint activities. For example, pupils in Year 6 recently performed in a joint music festival along with a number of other local schools. Through the very good links with the group there are strong liaison procedures in place to support pupils in Year 6 as they transfer to the secondary school. Joint activity days such as for physical education provide a good link between Year 6 and Year 7. As the school houses the Nursery for the area there are close working links with all local schools regarding transfer arrangements. Students from Nottingham Trent University visit the school regularly for teaching practice. Pupils attend the after-school facility 'Hideout' based at the school along with pupils from two other primary schools in the area.
32. Provision for pupils' personal development, including spiritual, moral, social and cultural development is good overall and is a major factor in the good attitudes and behaviour shown by pupils in school.
33. Provision for spiritual development is good. School assemblies provide appropriate opportunities for pupils to come together and a strong element of spirituality is the

quality of the communal singing, which celebrates aspects such as the breaking of a new day. Pupils study a variety of world faiths in religious education. This was seen in Year 5 when pupils focussed on shrines as special places in Hindu homes. The peace generated within the classroom by gentle music and incense helped pupils to share their thoughts and developed their sense of self worth. The peace of the garden in the quadrangle provides a place for quiet contemplation and its beauty is much appreciated by the pupils. The good relationships within the school encourage an atmosphere of mutual respect and care. For example, in a Year 6 games lesson the pupil left when pupils had got into pairs was quickly included in a threesome without any fuss.

34. The school makes very good provision for moral development. The school has a clear Code of Conduct and defines this very effectively, sharing it with pupils and with parents. Pupils respect the code as being fair, and evident expectations are in place for good behaviour and for showing respect for others and their work. There are clear rewards for good behaviour and effort, including house points, stickers and certificates. The 'Bricklayer's Awards' given in the Friday Achievement Assembly are highly valued by the pupils. Sanctions for misbehaviour are also clear and are suitably graded to give pupils a chance to make a new start or ultimately to have a letter sent home. Pupils learn to take decisions about their own lives through initiatives such as the DARE project on drugs awareness. They are presented with many opportunities to look after their own school environment, for example caring for the rabbits and gardens. Adults in the school provide good role models of care for those in need. For example, the bursar is a member of the convoy taking supplies to Albania, fully supported by other staff and pupils.
35. Provision for social development is good overall. A sense of community is fostered well as pupils practise together to sing in a festival of local schools and participate in a good range of team sports. Older pupils also share the experience of a residential outdoor adventure trip. A very good feature of the school is the strong link with the village community which develops social awareness well. Pupils have the opportunity to debate social issues through persuasive writing in literacy. For example, pupils in Year 5 wrote to the council to protest about a proposed by-pass. Pupils could be offered more opportunities to take responsibility for tasks other than looking after and setting out equipment, for example. Teaching styles mean that there are few opportunities for pupils to develop independent learning skills such as investigation and research.
36. The school makes good provision for pupils' cultural development and this is an improvement since the last inspection. Pupils take part in many events in the local area, including the 'Keyworth Show' and Keyworth Arts Week' and there are many visits to study local places of interest such as a Sculpture Yard and also Southwell Minster. The work of famous artists such as Andy Warhol, and sculptors such as Barbara Hepworth, provides inspiration for much of the pupils' own work. The school is making good efforts to raise pupils' awareness of other cultures. There is a Racial Awareness policy in place that makes clear that racism is unacceptable. Pupils learn of the celebrations of major festivals of world religions and are participating in a music festival whose theme is Music Around The World. The school has invited many visitors to talk to pupils about their customs and countries; including a West African Storyteller, and members of the Chinese and the Jewish communities. The school has made a considerable effort to supplement its resources to reflect the culturally diverse society. In particular, it has purchased and is using a wider range of musical instruments.

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

37. The provision for pupils' care and welfare is very good and the school is a happy and safe community in which to learn. Parents speak highly of the care their children receive from staff and are confident that any problems are dealt with quickly. Teachers and support staff know pupils well and they are all alert to their individual, physical and emotional needs. This supports pupils' learning and encourages their good behaviour and attitude. The school has good policies and clear guidelines on all aspects of safety and pupils' welfare. Pupils with special educational needs are very well supported to enable them to take full advantage of all educational opportunities and to make good progress. Good induction procedures in the Nursery and Reception classes support children and their parents well and this helps children to settle down quickly into well-established school routines. Parents appreciate the arrangements for home visits, which they feel give teachers a good initial overview of the children. Pupils in Year 6 are very well supported to ensure a smooth transition into the secondary school.
38. The health and safety policy is well implemented. The site is very well monitored through good procedures and the commitment of the site manager. The governor with responsibility for health and safety joins the site manager to conduct a regular investigative tour of the accommodation and grounds and a formal risk assessment is completed annually. The site manager and staff are vigilant in ensuring that any issues of safety are reported and promptly followed up. Pupils are well supervised during lessons, in the playground and in all activities and members of staff ensure that pupils are aware of safety as they move around the school. Electrical equipment and physical education apparatus are checked regularly and fire practices are held each term. The provision for first aid is good with qualified staff on site. All accidents and incidents of illness are well recorded and parents or carers are contacted promptly where necessary. During the inspection an example was observed in the Nursery of staff following the procedures well and caring for a sick child very effectively.
39. Child Protection procedures are very good and this area of pupils' welfare has a high profile in the school. The headteacher is the named designated person with responsibility and attends regular training courses and case conferences. Through regular meetings and training sessions all staff, including lunchtime supervisors, are fully aware of the procedures to follow in the case of concerns. All pupils have access to outside support agencies. Good up-to-date personal and medical records are kept for all pupils and these are used well to support their personal needs.
40. Satisfactory procedures are in place to monitor and promote attendance. The headteacher has identified the improvement of attendance as a priority area for development and earlier this year the school took part in the 'Early Bird' awards scheme for full and regular attendance. However, although most parents contact the school promptly about absence, the school does not have an established and effective system to follow-up any unauthorised absence on a daily basis. Although there are a small number of pupils who are regularly late the school does not keep a late book for recording times of arrival. Registers are completed accurately and consistently.
41. The procedures for monitoring and promoting behaviour are good and are followed consistently throughout the school. A positive system of reward and celebration supports pupils' behaviour and academic achievement well. The way in which pupils behave and conduct themselves and their good attitude towards school reflects the school's good procedures and high expectations. Bullying and harassment of any kind are not tolerated and the school has good procedures to deal effectively with any incidents which may arise. The procedures for monitoring and supporting pupils' educational and personal development satisfactory. Teachers and support staff know

pupils well and their personal achievements are well monitored both formally and informally.

42. The school's arrangements for assessing, monitoring and guiding pupils' academic performance are satisfactory overall, and have improved since the previous inspection when this aspect was identified as an area of weakness. The headteacher has introduced comprehensive and well thought out procedures in English and mathematics, where pupils are now formally and regularly assessed in all year groups, using a variety of tests. This provides the school with a good range of information, which is analysed very effectively by the headteacher and used well to monitor progress, of individuals and groups, to compare the school's performance with schools nationally and locally and adapt teaching approaches. This is having a positive effect in raising teachers' expectations, and is resulting in improved standards in these subjects. This information is also used effectively to set individual and class targets, which are shared with both pupils and parents, as a result, pupils and parents now have a better understanding of their learning and progress.
43. Assessment in other subjects of the curriculum is informal and currently unsatisfactory. Although teachers know individual pupils well, this does not ensure that pupils' skills are progressively developed or that tasks are matched to pupils' abilities in that subject. Co-ordinators, as a result, do not have a clear picture of overall standards and because they do not monitor teaching or pupils' work regularly, they are not sufficiently aware of the true attainment or progress of pupils relative to National Curriculum levels and are not able to revise subject planning in order to raise standards. The school has rightly identified this as an area for development, so that the good practice already established, in English and mathematics, can be extended to all subjects.
44. The school is welcoming and supportive of pupils with statements of special educational needs and it places considerable emphasis on supporting and monitoring individual pupils' development. Liaison with a wide range of outside agencies is very good and the school is quick to act upon relevant advice. As a result, members of staff are very successful at supporting and improving the behaviour and attitudes of pupils with more complex learning needs. Provision for these pupils is very effective, and the school's inclusive and supportive ethos is a strength.

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

45. The school has a good partnership with parents and this has been well maintained since the last inspection. The majority of parents hold the school in high regard and are very satisfied with the quality of education provided. Many speak highly of the care and support their children receive from the school and the very good academic progress being made. Many parents make a strong contribution to the work of the school by helping children at home with reading and special topics. The school welcomes parents and their view is unanimous that they feel comfortable to ask questions of the headteacher and staff and discuss any concerns. The headteacher is readily available to parents and works hard to encourage their involvement and support. Parents are invited to complete questionnaires to help the school to improve its provision, and their suggestions are discussed and often implemented.
46. A small group of parents help regularly in classrooms and with extra-curricular activities. For example, two parents provide valuable assistance to a teacher in organising the school choir and make a strong contribution to its success. More parents help with swimming and assist when pupils are taken out on visits. Parents of pupils with special educational needs are involved very well and are invited to attend all

assessment and review meetings. They know the targets towards which their children are working and provide a good amount of help and support at home. The majority of parents are satisfied with the arrangements for homework and feel that the amount is sufficient. However the inspection finds that there is no clear and consistent timetable for homework throughout the school. Pupils in Year 6 have homework diaries and in other classes all pupils have home school reading record books. Many examples were seen of these being used effectively as a communication between home and school. The Friends of Keyworth Primary and Nursery School are a very active and supportive group of parents who organise regular fundraising events for school funds. Events are well supported by the whole community and enable the Friends to provide a range of additional learning resources. For example, a parent who is an ex-pupil and a landscape gardener has recently created an extremely attractive and interesting garden area in the central courtyard of which pupils are very proud.

47. Overall, the quality of information for parents is good. The headteacher sends out regular newsletters entitled 'Windmill Words' which are friendly and informative and parents value these and feel well informed. Written communication is very attractively presented and provides clear information about events and organisation and suggests ways in which parents can help. A good amount of helpful information is provided for parents prior to the children's induction into the Nursery and Reception classes as well as an information evening. Parents feel well informed through regular information about what their children are learning during the course of a term. The noticeboard for parents located centrally includes a good range of information about local activities, and a collection of scrapbooks provides photographic evidence of pupils' work and activities. Regular consultation evenings are attended by every parent, although the curriculum evenings organised for literacy, numeracy and science have not been well attended. Following the Year 6 residential visit parents receive a very well presented booklet about the visit and pupils perform their own presentation to parents about the work they have done and their experiences during the week. The prospectus and governors' annual report to parents meet the statutory requirements and both contain a good amount of clear information about organisation and the curriculum.
48. The annual reports to parents have been recently improved. The quality of information enables the parents to get a clear picture of what their children do well and what they need to do in order to improve.

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

49. Leadership overall is good and management is satisfactory. The headteacher is an effective leader who has ensured that significant improvements have occurred since the last inspection and recognises that further improvement is needed in other areas. The headteacher, in post for just over two years, has successfully created a good team spirit amongst staff, with a shared commitment to raise standards across the school. She has a good, clear vision for the future good development of the school and she consistently incorporates this into providing considerate but purposeful leadership. There is a good school development plan that clearly reflects an accurate appraisal of the strengths and weaknesses of the school.
50. The governors, headteacher and staff are appropriately focused to improving all aspects of the school and to further raising standards. Everyone in the school is committed to providing an education that includes all pupils, regardless of social, economic or ethnic background. The differing needs of boys and girls are considered so that everyone is treated equally and, despite the better performance of boys than girls that goes against the national trend, inspection evidence clearly illustrates that

both boys and girls are given equal access to all aspects of education provided by the school. The headteacher and staff are committed to ensuring that the school's racial equality policy is implemented effectively.

51. Good procedures have been established to ensure standards in mathematics and English have improved. These include the empowering of the subject leaders with planned opportunities to manage their subjects properly. There is an effective system for the monitoring and evaluation of lessons to raise the quality of teaching. Through this, strengths are celebrated and good practice shared, weaknesses are identified and any required support or in-service training is provided. Furthermore, in the subjects of English and mathematics, the school has introduced good procedures to assess pupils' progress and the information is used well to implement the next stage of pupils' learning. The monitoring role of other co-ordinators will be given a similar focus when their subjects feature as a school development plan priority.
52. The headteacher's particular style of management is one of very much encouraging an 'Open Door' approach where all are encouraged to discuss school issues with her. She works well with the chair of governors, and together they contribute to the good leadership of the school. The role of the deputy headteacher as a senior manager is unsatisfactory and, while the deputy headteacher is strongly committed to the school, the part she plays in supporting and extending the leadership and management of the school is severely under-developed. Subject leaders are clear about their defined roles but, so far, only the English and mathematics co-ordinators have had the opportunity to monitor standards. The decision to focus on these subjects was appropriate because of the need to raise standards in the core subjects from the low levels of attainment in the past. The headteacher is aware of the need to involve more people in the school improvement process and to inject more rigour into systems so that key managers have an analytical knowledge of the school's effectiveness in all aspects of provision.
53. The Governing Body is effective and plays an important part in the strategic management of the school. It ensures that its statutory duties are fulfilled, including the implementation of the racial equality policy. The majority of governors are knowledgeable, active and supportive and their ability to act as a 'critical friend' to the school is very effectively enhanced as a result of the high quality information provided by the headteacher through her termly reports. The school is aware of the need to develop governors' curriculum responsibilities more rigorously as a means to monitoring the curriculum in terms of its richness and relevance. Regular meetings of the Governing Body are held in addition to smaller sub committee meetings. Governors are fully involved and committed to the support of the headteacher. In turn she depends upon and respects governors' individual and collective expertise.
54. The school has good systems for checking how well it is doing and identifying where it needs to do better. The Governing Body works closely with the headteacher to make good use of assessment data to track attainment and progress. Governors regularly monitor data, comparing the school's performance with similar schools, and use the information to seek ways of doing better, for example the need to improve aspects of progress, especially in English and mathematics. It is this sense of openness and self-evaluation that has enabled the school to move forward effectively since the last inspection.
55. The financial management of the school is very good and there has been a significant improvement in financial control since the last inspection. This is partly due to the very close and effective monitoring of the school budget by the headteacher, Governing Body and school bursar. Very good office systems ensure that each element of the school's finances is scrutinised and carefully recorded. Excellent use of office



computer systems makes it easy to check expenditure and existing budget surplus. The Governing Body and headteacher have a good strategic view of how to maintain the appropriate budget surplus, making sure that each pound is spent wisely. Governors make decisions about spending only after careful consultation with staff and parents. Governors, through regular financial updates from the headteacher, know the limitations of the school budget, use all data to predict income and work closely with the headteacher and staff to ensure that the budget is wisely spent in accordance with the agreed priorities in the school development plan. Where necessary, the governors and bursar ensure that the school gets the best possible economic return for its spending and actively seek tenders for work to gain best value for money. All grants are spent effectively, with funds for such things as staff training and improved information and communication technology facilities being well targeted towards improving the quality of pupils' education.

56. The quality of leadership in the nursery is very good. The liaison between the teachers and support assistants is extremely good. They are very focused in their work so the management of the school day ensures exciting, stimulating and effective learning. Management of children, productivity and pace of working clearly result in all children making good progress in an extremely well run unit. The provision for pupils with special educational needs is well led and very close links with a range of specialist agencies have been established. Advice is followed closely and the headteacher ensures that the co-ordinator has sufficient time to liaise with parents and to keep the required paper work up to date. The school provides a welcoming and inclusive learning environment and the way that it supports pupils with a wide range of complex learning needs is a strength.
57. Staffing is very stable with many teachers of long standing. The school is well staffed with suitably qualified teachers to teach the National Curriculum and the Foundation Stage. All teachers except the headteacher have responsibility for a class. Staff attend a number of training courses which are linked to the school improvement plan and individual interests. There is a good number of experienced learning support assistants to work in classrooms and to support groups and individual pupils. The efficiency and commitment of the secretary as well as the support of lunchtime supervisors and the site manager all ensure the very effective day-to-day running of the school.
58. The accommodation is good and provides sufficient space and facilities for the teaching of the National Curriculum and for children at the Foundation Stage. The two-storey building is very clean, spacious and well maintained. Attractive and colourful displays of pupils' work, pictures and artefacts in all classrooms and central areas create a stimulating and interesting learning environment. Classrooms and central areas are of an appropriate size to accommodate the number of pupils on roll. However, the Reception classroom, which is located on the second floor, restricts an easy access for children to the outside play area. The library is spacious although not yet fully operational and is currently underused as an area for quiet reading and research. The information and communication technology suite is good and sufficiently spacious to accommodate large groups. The number of additional rooms is good and these provide specialist space for pupils with special educational needs, music activities, after-school club and the local parent and toddler group. The large hall and separate dining hall are used effectively for assemblies, physical education and dining. Outdoor play facilities are very good with extensive playing fields, garden area and two hard surface playgrounds. Of particular note is the very attractive central courtyard that has been recently landscaped into an extremely attractive garden area with benches, hanging baskets and a large chess set. Sufficient outdoor secure play space is provided for the Nursery children and there is easy access from their classroom.

59. Learning resources are satisfactory and of suitable quality in most subjects with the exception being those to help the pupils learn about control technology. Sufficient resources are available to teach the National Curriculum, special educational needs and the Foundation Stage. All resources are accessible to teachers and pupils and are well used to support teaching and learning activities.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

60. In order to improve still further on recent developments at the school, the headteacher, staff and governors should:

**1) further strengthen the leadership and management of the school by ensuring that**

- the deputy headteacher plays a more effective role in supporting the school's leadership and management of the school
- the role of the subject co-ordinator is further expanded in monitoring teaching and learning in subjects other than English, mathematics and science
- more effective use is made of the school's accommodation to support the learning of the children in the Reception class.

*(paragraphs ⇒ 1, 18, 52, 58, 63, 68, 74, 107, 119, 134, 140)*

**2) make greater use of assessment information to plan the next steps in pupils' learning.**

*(paragraphs ⇒ 42, 43, 102, 113, 128, 134, 140, 145)*

**3) further develop aspects of pupils' personal development by ensuring that:**

- greater use is made of information and communication technology in daily lessons
- teachers make less use of worksheets to support pupils' learning and provide them with more creative opportunities to develop their literacy and numeracy skills in other subjects
- more scope is given for the pupils to determine the course of their own learning
- greater use is made of open-ended investigation work.

*(paragraphs ⇒ 4, 5, 6, 7, 9, 14, 17, 23, 26, 35, 85, 90, 93, 97, 101, 113, 118, 127)*

### Minor issues

- resources for control technology are used sufficiently to support pupils in their learning

*(paragraphs ⇒ 59, 112, 126)*

- more effective use is made of support staff in the introductory parts to lessons

*(paragraph ⇒ 21)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

43

Number of discussions with staff, governors, other adults and pupils

24

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number		11	16	16			
Percentage		26	37	37			

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 two percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	40	140
Number of full-time pupils known to be eligible for free school meals		20

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	3
Number of pupils on the school's special educational needs register		38

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	2

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	9

### Attendance

#### Authorised absence

	%
School data	5.3
National comparative data	5.6

#### Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	9	26

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	21	24	25
Percentage of pupils at NC level 2 or above	School	81 (84)	92 (74)	96 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls			
	Total	22	22	24
Percentage of pupils at NC level 2 or above	School	85 (84)	85 (89)	92 (95)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. Figures given are school totals only where the number of boys and/or girls in the cohort is fewer than ten.

**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	13	15	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys <sup>14</sup>	10	11	10
	Girls	11	11	14
	Total	21	22	24
Percentage of pupils at NC level 4 or above	School	75 (64)	79 (73)	86 (95)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	12
	Girls	11	11	13
	Total	20	23	25
Percentage of pupils at NC level 4 or above	School	71 (64)	82 (77)	89 (86)
	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	131		
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African	1		
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian			
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi			
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African	2		
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
Parent/pupil preferred not to say	6		
Information not obtained			

*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 – Y 6**

Total number of qualified teachers (FTE)	5.52
Number of pupils per qualified teacher	25.3
Average class size	28

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

Total number of education support staff	5
Total aggregate hours worked per week	98

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40
Total number of education support staff	3
Total aggregate hours worked per week	92.5
Number of pupils per FTE adult	10

### **Financial information**

Financial year	2002/03
	£
Total income	573 808
Total expenditure	564 075
Expenditure per pupil	3 133
Balance brought forward from previous year	35 880
Balance carried forward to next year	45 613

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	179
Number of questionnaires returned	60

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	67	32	1	0	0
My child is making good progress in school.	70	28	2	0	0
Behaviour in the school is good.	51	44	1	1	3
My child gets the right amount of work to do at home.	37	42	8	5	8
The teaching is good.	68	28	0	0	4
I am kept well informed about how my child is getting on.	43	54	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	73	27	0	0	0
The school expects my child to work hard and achieve his or her best.	68	31	1	0	0
The school works closely with parents.	31	58	10	0	1
The school is well led and managed.	62	31	7	0	0
The school is helping my child become mature and responsible.	52	47	0	0	1
The school provides an interesting range of activities outside lessons.	45	35	5	3	12

### Other issues raised by parents

No other issues were raised by parents.



## **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**

61. The school provides part-time education for up to 40 nursery-aged children who live in the village. Although some children remain at the school and move into the Reception class once they become entitled to full-time education, the majority move to one of the two other primary schools in the area. Children enter the Nursery with a broad range of attainment and they make good progress in their first few terms at the school in many areas of their learning. For those children who remain at the school and enter the Reception class, their attainment is average. By the end of the Foundation Stage, children exceed expectations in their personal, social and emotional development, mathematical and creative development as well as in their knowledge and understanding of the world. Children make good progress in these areas. Children reach the expectations of the Early Learning Goals in communication, language and literacy, and in terms of their physical development, and progress is satisfactory.
62. The quality of provision in the Nursery is very good. Teaching is frequently very good and the children benefit from the high levels of interest the teacher and support staff have in how young children learn. The children's learning is very effectively organised, and the curriculum successfully promotes the children's interests and takes good account of their previous experiences. Relationships are very positive and enable the children to settle into the school quickly and easily. The strong links with parents ensure that they can play a full part in their children's learning. Children with special educational needs take a full part in all activities. The teacher has forged strong professional links with the two schools to which some of the children eventually transfer. These links ensure that the teachers have a good knowledge of the children that transfer.
63. The Reception children are taught alongside Year 1 pupils in a classroom on an upper level within the main school. They are taught well and for the most part have access to a curriculum that meets their particular needs. However, the constraints of the accommodation mean that they do not have full access to all elements of the Foundation Stage curriculum and the weaknesses of the accommodation restrict the rate of progress the children make in some areas of their development.
64. Both teachers in the Foundation Stage place high value on encouraging the parents to play a full and active part in their children's learning. Before the children start school, the Nursery teacher makes home visits which promote positive relationships between home and school, and which enable her to gather important information about the children's interests and existing skills. Good use is made of the information gained by the Nursery in planning the children's learning and the good links between the Nursery and the Reception class teacher ensure that the Reception teacher also receives a good level of detail of the children's accomplishments.

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

65. Children in both the Nursery and the Reception class make good progress overall in this area of their learning. Teaching is very good in the Nursery class and good in the Reception class. By the end of the Foundation Stage, children reach standards that exceed the expectations of the Early Learning Goals. Many children have a good ability to work alongside others, and teaching in both the Nursery and the Reception class successfully builds on this. The children develop their skills of co-operation and learn how to share the equipment with their classmates. A warm rapport is very evident

between the adults and the children, and this ensures that the children settle quickly into the school. Teachers have high expectations of the children, and encourage them to concentrate on their work, and not to disturb others. The children learn day-to-day routines quickly. Many show good levels of independence, and only as a last resort do they seek the assistance of another adult to help them with their tasks. A number of children have high levels of special educational needs. They take a full and active part in all activities, and establish good relationships with other children. Children in both the Nursery and the Reception classes demonstrate good levels of personal hygiene and, when changing for physical education work, the children in both classes make good attempts at changing independently, leaving their clothes in a neat pile ready to change back into once they have completed their work. All of the children in the Foundation Stage demonstrate positive attitudes to their learning and the quality of their behaviour is very good.

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

66. Teaching is very good in the Nursery and good in the Reception class. All of the children make satisfactory progress in the development of their communication, language and literacy skills as they move through the Foundation Stage. However, the progress of children in the Reception class is limited because of restrictions in classroom space, which limit the opportunities for them to take part in creative and imaginative play activities.
67. In the Nursery, the children have a good understanding of the nature of books and higher-attaining pupils differentiate between books that give information and books that tell stories. They know that an author writes the story and that an illustrator enlivens the text with illustrations. The good progress that the children make when learning to read is successfully built on as they move through the Reception class. Higher attaining pupils read quite fluently and explain what their story is about and make informed guesses as to how the story will unfold. The high prominence that is given to the display of reading materials of all kinds in and around the Nursery and the Reception classes and the many spiral-bound books that comprise the children's own work further assist in promoting the importance that reading has in the minds of the children. This is consolidated by the opportunities that the children are provided with to take books home to read and share with their parents.
68. Children make good progress in the development of their speaking and listening skills in the Nursery class, although this is more restricted in the Reception class. By the end of the Foundation Stage, the children are confident talkers who are keen to answer questions and volunteer opinions. Teachers and support staff give the children warm and purposeful support in small group work and this helps to develop the children's confidence when speaking aloud to a wider group. In the Nursery, good use is made of imaginative play to stimulate the children's speaking and listening skills and there are good opportunities for them to role-play, for example, scenes from stories they explore, such as 'Little Red Riding Hood'. However, there are limitations in this respect for the children in the Reception class owing to the size of the classroom and the constraints of teaching them in a mixed-age class with Year 1 pupils. Children do get some opportunities for imaginative play, but not to the same degree as the children in the Nursery and this limits their overall progress.
69. Children in both the Nursery and the Reception class make satisfactory progress in the development of their writing skills and in the understanding of the function of writing. In the Nursery, good emphasis is placed on developing the children's ability to hold a pencil correctly and to experiment in mark making. Children are introduced to how to construct letters and as they move through the Nursery they develop well their ability to

copy simple letters. Higher attaining children are encouraged to write their own names and make early attempts at writing simple statements about their activities at the weekend or during a school holiday, for example. The Reception teacher is successful in developing the children's confidence in writing as they move through their Reception year. The children are encouraged to 'write' their own simple books about the topics they are exploring and increasing attention is paid to developing their understanding of what is meant by a full stop and a capital letter. By the end of the Foundation Stage, higher attaining children are starting to use these features when demarcating their writing and ideas. By the time they enter Year 1, the children are making good efforts to write their own statements and ideas, most write their own name with a fair degree of accuracy and many children make good progress in their understanding of how print is very much evident in labels, food packets and other day-to-day items.

### **Mathematical development**

70. Pupils in the Nursery and the Reception class make good progress in the development of their early understanding and confidence in using mathematics, particularly in relation to number, by the time they enter Year 1. Many of the children are working within the early levels of the National Curriculum for mathematics and their attainment is above the expected level for their age. The teaching of all the children in the Foundation Stage in terms of their mathematical development is good and the children make good progress as a consequence. The teachers have high expectations of the children who respond with high levels of interest and enthusiasm in the work they undertake. During one lesson seen during the inspection, for example, the Nursery teacher said to the pupils, '...this is going to be hard. Can we do it?' To this the children replied with a resounding, 'Yes we can!' Many of the children count up to 20 freely and easily and higher attaining children recognise a number that comes before or after another up to 20. Children know what 'zero' means and know that the number five is halfway between 0 and 10.
71. By the end of the Reception year, many of the children, including lower attainers, write numbers confidently from 0 – 10 and higher attaining children confidently solve simple problems involving addition and subtraction and have a secure understanding of what is meant by the '+' and '-' sign. Many children have a good understanding of money and recognise the monetary value of the coins that comprise 50p. The children are able to compare four different lengths and place them in order of size and understand well what is meant by concepts such as 'more than' or 'less than'. The children are provided with good opportunities to use resources such as sand and water and this helps them to develop a good understanding of what is meant by 'full' or 'half-empty.' Equally positive is the good understanding that the children demonstrate about shape and space. The children recognise and distinguish between various two-dimensional shapes and know, for example, that squares have four sides and four corners.

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

72. Children make good progress in this aspect of their learning and, by the end of the Foundation Stage, the children's attainment is above the expected level. Teaching is good with some very good features. By the end of the Nursery, the children know that living objects such as vegetables are grown in the ground, often from seeds or bulbs, and that in order for them to thrive they need sunlight and a regular supply of water. They know that certain vegetables are larger than others and the teacher makes good use of books such as the 'Enormous Turnip' to promote this understanding. Equally good use is made of the various support services in the community to develop the children's early understanding of the help and assistance that certain groups give to

others. By exploring the work of the Fire Brigade, for example, the children develop a secure understanding of how people in the community help others in particular ways.

73. By the end of the Reception year, the children continue their development of how living things grow through the good opportunities provided to plant seeds, water them and observe how they grow over a number of days and weeks. By following work at their level of ability the children explore the same themes that are planned for the Year 1 pupils alongside whom they are taught. Children make good progress in their understanding of the past. As a result of exploring the theme of 'Toys', for example, the children learn how children in the past kept themselves entertained and amused by playing with toys that were very much different from those that the children themselves use today. Children make good progress in their understanding of the sorts of homes that small insects live in and of the fact that people themselves may well live in different sorts of homes that are classified according to their size and that homes have also changed over the years. The children get some opportunities in daily lessons to develop their understanding and use of computers in supporting their learning. Children's learning in the use of computers is also suitably reinforced through the weekly session the children have in the school's computer suite. As a result, the children use a mouse with a fair degree of proficiency in order, for example, to create pictures using a simple art package. The children are given good opportunities to visit the local church and this gives them a secure understanding of the part that a church plays in the lives of people. However, they have a weaker understanding for their age of the ways in which people from other cultures go about their daily lives.

### **Physical development**

74. Children in the Nursery make good progress in this aspect of their learning and this is very much aided through the many regular opportunities that the children have to participate in outside play. The use of outside play is well integrated into the children's day-to-day learning experiences. While the progress that the children make in the Reception class is satisfactory, it is restricted due to the limited provision made for the children to participate in structured outside play activities. At present, these are only organised on a once-a-week basis and the children are therefore given too limited a scope to develop their physical skills. The teaching of this aspect of the children's progress is very good in the Nursery and satisfactory in the Reception class.
75. In the Nursery, the children are given good opportunities to develop their fine motor skills through the use of a range of different resources such as glue, scissors and different types of paper. They are encouraged to make models, for example, using different recyclable materials and the quality of some of the models made by the children is very good considering their age. When taking part in physical education activities, the children effectively follow the teacher's instructions when participating in movement work in the hall. In one very good lesson seen during the inspection, for example, the children worked very creatively with a partner by holding each other's hand and singing and moving to the song, 'Row, Row, Row the Boat'. For their age, the children demonstrated a good understanding of the need for warm up exercise and they then moved seamlessly into creating simple movements in direct response to the song, 'I Am Sailing'. The children responded well to this and were highly challenged and enthused by what they were asked to attempt. When taking part in outside play, the children pay close attention to the need to use bikes and wheeled toys carefully. In the Reception class, the children work at the level expected when handling equipment such as scissors, pencils, glue sticks or paintbrushes. They demonstrate high levels of confidence when using and applying paint to their work and when using smaller more intricate resources such as pipe cleaners to make matchstick figures, they manipulate these well.

## **Creative development**

76. Children in both the Nursery and the Reception class make good progress in this element of their learning and by the end of the Foundation Stage reach standards that are higher than expectations. Teaching is good, with a key feature being the use that teachers make of materials to enable the children to develop their understanding of how art and design can be produced from everyday materials. By the time they leave the Nursery, the children use a range of materials to produce simple yet effective artwork. The children are encouraged, for example, to choose and use straws appropriately to blow bubbles across paper using different coloured water. The children enjoy exploring the medium of paint and they are given good scope to use recyclable materials to produce moving models as part of a theme of 'Transport.'
77. By the end of the Foundation Stage, the children make good progress in their use of pencils and their drawings are of a high standard for their age. By exploring the theme of 'Living Things', for example, the children are given opportunities to observe and draw flowers, which they do with a fair degree of precision. Teaching is creative in the way the children are given scope to explore a range of materials to produce simple artwork. In one good lesson seen during the inspection, for example, the children, as part of a theme of 'Sculptures', were given very good opportunities to use a range of different small pieces of tiles which they had to arrange on a larger tile in order to create a simple but highly effective sculpture of their own. The children listened carefully and intently and applied themselves well to the task at hand, by firstly drawing a plan of their work and then arranging the pieces as they saw fit. The resulting work was of high quality.
78. Although the children in the Nursery are given good scope to take part in imaginative role-play activities, which they enjoy and often become absorbed in, the limited space in the classroom for the Reception children limits the potential to develop this aspect of their learning. All the children in the Foundation Stage make good progress in their singing and in playing simple untuned instruments. The incidental moments during the school day provided by the teachers for the children to sing simple nursery rhymes or mathematical songs add much to the children's early enjoyment of music and singing.

## **ENGLISH**

79. The results of the 2002 national tests at the end of Year 2 showed that standards were average in reading, well above average in writing and well above average when compared to similar schools for both reading and writing. At the end of Year 6, standards in the 2002 national tests were well above average and well above average when compared to similar schools. Standards have improved significantly because of the school's focus on improving provision in English. Inspection findings are that at the end of Year 2, reading standards have improved and are above average because of increased support given to pupils. Standards in writing are above average. The findings do not represent a decline in standards but are due to the natural differing abilities in each year group. Standards at the end of Year 6 remain well above average. Test data indicate that over a three-year period girls do not achieve as well as boys, but there is no inspection evidence to support this judgement. Inspection evidence shows that all groups of pupils, including pupils with special educational needs make good progress and by the end of Year 6 are achieving very well in relation to their attainment when they started school. The overall picture is one of good improvement from the previous inspection.

80. By the end of Year 2, pupils' speaking and listening skills are above the national average. Most pupils listen carefully to their teacher and to each other and express themselves clearly with a good range of vocabulary, and show they have listened carefully by making sensible suggestions in lessons. By the end of Year 6, pupils' speaking and listening skills are well above average. Pupils continue to be articulate and use a wide and varied range of vocabulary in class and group discussions. For example, in Year 5, pupils put their points of view forcibly and accurately when debating the remodelling of a children's playground and recognise how to use language to obtain a particular effect. For example, a more able pupil began her speech with, 'We appreciate your attendance at the meeting and are grateful for the effort you have made'.
81. Standards in reading are above average at the end of Year 2, and have improved recently. This is because the school recognised that this was a relative area of weakness, and has worked hard to develop the pupils' interest in books and to provide additional support for those pupils who lacked the skills to read a variety of simple texts confidently. By the end of Year 2, most pupils read a range of books with interest and enthusiasm. They are aware of the importance of punctuation in helping to bring the text to life and read together poems such as 'The Ning Nang Nong' with great enjoyment. Pupils with specific reading difficulties are well supported and use a range of strategies to read unfamiliar words. All pupils have a good knowledge of letter sounds and use this knowledge well to read unfamiliar words, but on occasions, pupils read words accurately, but do not recognise the meaning of the words and do not always use a dictionary confidently to aid their knowledge as a matter of course. This limits their understanding of the text and prevents them from using a wider range of words when writing.
82. By the end of Year 6, pupils' attainment in reading is well above average. Their enthusiasm and genuine love of literature have been helped by their attendance at a 'Literacy Club', which has enabled them to read and enjoy a very wide range of texts from Shakespeare's Macbeth to the imaginary world of Harry Potter. A large proportion of pupils read with great fluency and accuracy and read beyond the literal level recognising inference in texts. Most are able to scan a text to locate a passage to justify their opinion. For example, pupils are currently reading 'Kensuke's Kingdom.' Because of challenging teaching, most Year 6 pupils were able to infer that the phrase 'embryo fire' meant a basic urge, and in discussions about the relationships within the plot, could recognise that there was a developing bond of love and trust between the main characters, which was not specifically referred to in the text.
83. By the end of Year 2, pupils attain standards in writing that are above national expectations. Most pupils use capital letters and full stops, while higher attaining pupils recognise and use question marks, and more complex punctuation. Teachers provide a wide range of opportunities for the pupils to write in a range of styles, so that they can produce descriptive, narrative and imaginative writing. Pupils have also had relevant planned opportunities to write for a purpose in other subjects, for example in their project about Florence Nightingale. This has enabled them to develop their skills in a range of situations. Pupils are provided with guidance to aid their planning and this impacts positively on how they write. Increasingly many pupils write to create a particular effect and make good attempts to spell unfamiliar words. For example, a higher attaining pupil rewriting the story of 'Little Red Riding Hood' started her piece with: 'She heard breathing, she knew it was a wolf because there were two yellow lurking eyes.'
84. By the end of Year 6, standards in writing are well above average. Pupils are provided with a wide range of exciting writing tasks such as stories, letters, poems, note taking

and persuasive arguments and are supported by well thought out planning frames and guidelines to help them in their writing. This good practice impacts positively on how pupils write. The majority of pupils use a very wide and mature range of vocabulary, present their work carefully and have a very good grasp of how to use punctuation imaginatively to bring an added dimension to their work. The spelling skills of higher attaining pupils are secure, but average and lower attaining pupils tend to forget to use their spelling skills to the full when writing. In addition, although all pupils have a sense of developing a plot when writing, and most start their work in a lively and interesting way, there is a tendency for the less able pupils' work to fizzle out towards the end.

85. In Key Stage 2, although there are relevant incidental opportunities for pupils to write for a range of purposes in other subjects, and lower attaining pupils have good opportunities to present their work using information and communication technology skills, these opportunities are not systematically recorded in teachers' long or medium term planning. Opportunities for pupils to debate, acting in role, research and present their findings, or writing at length and for different reasons can be limited, and consequently pupils do not use their very good literacy skills fully to enhance their learning in other subjects.
86. The quality of teaching and learning is good overall across the school. Teachers have good subject knowledge and understanding and specific literacy skills are taught well in a direct and systematic manner and pupils are clear about what they are expected to achieve by the end of the lesson. Teaching assistants are used effectively to support lower attaining pupils and are particularly effective when supporting pupils with more complex learning needs. The professional manner in which they quietly support these pupils ensures that lessons are fully inclusive and allows all pupils to make good progress. Resources are well prepared and varied. They not only interest pupils but also enable learning to be independent. Good relationships and firm class management help pupils to maintain their interest and encourage them to work hard. Lessons usually start off very well although the brisk pace at the start is not always maintained. On occasions pupils are expected to listen for too long, and consequently the concluding parts of lessons are often rushed and are not used as effectively as they could be to consolidate or extend learning further.
87. The subject is well led and the co-ordinator has been helped to raise standards in the subject by the head teacher's introduction of a detailed analysis of test data. This has provided the co-ordinator with a powerful tool with which to identify the strengths and weaknesses in the subject, and to implement improved teaching approaches. Assessment procedures are good and are used well to establish individual targets for the pupils. This has been a positive development that has helped to raise teachers' and pupils' awareness of where they need to improve. The regular visits by local storytellers and writers have helped raise pupils' interest in the subject and support pupils' cultural development well. Although some work is produced using computer technology, in general computers are not used sufficiently for drafting and redrafting work in daily lessons. The quality of learning resources is good and used well to support the pupils' interest in the subject. The library is currently being re-organised and once the work on this has been completed it offers much potential to further extend pupils' learning.

## **MATHEMATICS**

88. The results of the 2002 National Curriculum tests at the end of Year 6 were broadly in line with the national average and above average for similar schools. The test results show that at the end of Year 2 pupils' attainment was well above the national average, reflecting similar achievement against similar schools. Attainment and achievement in

mathematics points to an improving picture and good improvement has been made since the previous inspection.

89. Inspection evidence indicates that attainment is currently above the national average at the end of Year 2 and Year 6. Pupils make good progress overall across the school, with significant accelerated progress being made in Year 6 that accounts for the difference between inspection findings and the results of the 2002 national tests. Test data over a three-year period indicates that boys achieve better than girls, reversing the national trend. Nevertheless the inspection findings indicate that there is no significant difference in the progress of girls and boys. Pupils with special educational needs make progress at the same rate as other pupils.
90. The National Numeracy Strategy is used well by the school to provide a good framework for planning. The mental quick-thinking oral sessions introducing each numeracy lesson are generally well taught using a good range of practical resources, including counting sticks, whiteboards and overhead projectors. These strategies keep most pupils alert and interested when making quick, accurate calculations. Nevertheless, the sharing of strategies that pupils use to find answers is not common practice, and there are missed opportunities to consolidate and enhance pupils' learning to higher levels. Pupils are given limited opportunities to apply mathematics to everyday problems. Activities that include careful estimation and measurement, often in the form of practical activities involving measurement, graphical representation and interpretation of results, are not always a regular part of pupils' learning experiences in investigational work.
91. By the end of Year 2, pupils are very secure with the place value of numbers up to one thousand and beyond. Pupils confidently count forwards and backwards to one hundred in fives and tens. Most are beginning to understand basic multiplication and, higher attaining pupils confidently show that 'three lots of four' is the same as 'four lots of three'. The majority of pupils recognise coins to the value of fifty pence and one pound, quickly and accurately solving a range of shopping problems that require change. Pupils explain the difference between 'longer' and 'shorter' and 'horizontal' and 'vertical'. Most accurately measure in centimetres and identify the number of faces on a hexagon, square and rectangle. During a lesson involving a traffic census of types of vehicles driving past the school, all pupils could record using a tally system and showed good awareness of interpretation of facts when comparing results.
92. By the end of Year 6, pupils have good mental arithmetic skills and have acquired a good mathematical vocabulary. The majority of pupils recall multiplication table facts both quickly and accurately. Pupils are very secure with the place value of numbers up to one million and also tenths and hundredths in fractions and when following the decimal point. Their good levels of competence in the use of the four rules of number are sensibly and logically applied to help them solve computation problems in lessons. For example, in Year 6 pupils calculate the number of bricks required to border a given ornamental garden area. Pupils add and subtract a combination of positive and negative numbers, skills that are sometimes extended through working with four quadrant co-ordinates. Pupils are very confident when talking about and identifying a variety of two and three-dimensional shapes. They have produced a good range of graphs and pie charts which clearly demonstrate their understanding when using, handling and interpreting data. Pupils have a good understanding of calculating the perimeter in regular and irregular shapes as well as the areas of irregular shapes.
93. Teaching and learning are good overall, and have shown good improvement since the last inspection. During the inspection, very good teaching was observed in Key Stage 1 and Year 6. In these classes, the teachers' enthusiastic subject knowledge and careful



preparation provided pupils with challenging activities. Pupils clearly responded by working very hard, sustaining very good levels of concentration that resulted in very good progress and achievement. The reporting back at the end of the session provided good opportunities to enhance and consolidate pupils' speaking and listening skills when requested to give answers. A very good feature of a Year 1/ Year 2 lesson seen during the inspection was the effective use of additional adult support working very effectively with groups pupils demonstrating differing abilities. Teachers indicate the appropriate mathematical vocabulary in their planning, but in reality, it is seldom used to extend or consolidate pupils' new learning. Few classrooms have displays that encourage pupils to 'pick up and play' in a constructive learning manner. This is an area for improvement. Overall teachers' expectations are high, clearly reflecting the significant upward trend in standards being achieved by pupils. The less exciting lessons lack sufficient challenge and pace and this results in pupils' loss of interest and focus. On the whole however, teachers plan their work methodically. They make good use of learning resources and, in particular, support staff who in turn make a good contribution to the progress of pupils with special educational needs. Limited opportunities exist to develop numeracy across the curriculum. However, scrutiny of pupils' work indicates that some links exist, for example the use of time lines in history, co-ordinates in geography and graphical representation in science. Computer programs are sometimes used to support learning in daily lessons, but there are missed opportunities for pupils to use computers to apply and consolidate their mathematical understanding.

94. There are times when pupils' work is too closely directed by the class teacher, thus not ensuring that pupils of all abilities have well planned opportunities to devise their own methods and thus improve their own problem-solving techniques. Overall there are too few planned opportunities for pupils to undertake and develop their own investigational skills, as most work in the form of copious worksheets requires pupils to record their answers formally using one method, rather than developing a more practical approach that uses a range of methods. Marking of pupils' work gives praise to pupils and the very best examples inform them how to improve their work, although in general there is potential for teachers to use their marking of pupils' work to give clearer guidance as to how the pupils may improve their efforts.
95. The overall quality of the leadership and management of the subject is good because there is a good overview of the strengths and weaknesses in the subject. The subject leader and headteacher effectively monitor the subject. The headteacher has introduced good assessment procedures and these are used to effectively check and record school and individual performances, and to set challenging targets for improvement. The analysis of national test results to identify general trends, especially with respect to different gender groups, is well established. The sharing of individual targets with pupils to move their learning forward is a developing strength of the subject. The school is aware of the need to update its present interim mathematics policy to reflect present teaching styles and subject organisation more fully. The capacity to improve standards is good, and there is a positive shared commitment from all staff to improve present levels of attainment.

## **SCIENCE**

96. The results of the end of Year 2 teacher assessments in 2002 show that pupils' attainment is average. The 2002 national tests at the end of Year 6 indicate that pupils' attain standards, which are average when compared to all schools nationally, and are above average when compared to schools with pupils from a similar background. The inspection findings indicate a similar picture for the pupils currently in Year 2 and Year

6. This is a similar picture to that of the last inspection. The 2002 results showed a significant difference between the results of boys and girls with boys achieving significantly better than girls in science. Inspection evidence indicates no significant difference between the performance in class of boys and girls in the current Year 6.
97. Pupils make satisfactory progress overall throughout the school. Pupils with special educational needs receive good support enabling them to take a full part in the lessons and so they achieve well. The strongest area of achievement is the acquisition of facts and skills, reflecting the emphasis in teaching. The analysis of results of previous tests shows that scientific enquiry is a weaker area. This is being addressed gradually, but experiments tend to be teacher designed and led and there are not enough opportunities for pupils to develop more independence in choosing the method and resources to use. Work is exclusively on worksheets or loose leaf paper and so it is difficult for pupils to check back over previous work to help with a similar task. Many questions require only a limited answer, and this inhibits the use and development of pupils' literacy and numeracy skills. Discussions with pupils indicate that their understanding is often in advance of the quality of their written work. All pupils, start with the same task, but answer in varying depth, according to their ability.
98. By the age of seven, pupils name the different food groups that make up a balanced diet and follow the teachers' labels on worksheets to understand, for example, that protein helps us to grow. Through planting hyacinth bulbs and watching them grow pupils come to understand the process of growth and can label the parts of the plant. Similarly by planting seeds in different media they learn that the seeds grow better in compost than they do in sawdust. By the age of eleven, pupils have learned to present some information in a useful table, for example showing how different living things have adapted to their environment, such as crabs to the rocky shore and worms to the soil. They have studied a variety of life cycles and can name several food chains, such as lettuce-slug-bird. They label the parts of the flowering plant in detail and higher attaining pupils describe the function of the different parts.
99. Because of the particular arrangements for topics this year, to take account of the needs of a particular age mix, no class has had recent experience of studying materials and their properties, although Year 6 pupils completed some revision work prior to the statutory tests. Seven year-olds know that tables are generally made from wood as they need to be hard and that water changes to ice when it is very cold. Eleven year olds have a sound understanding of the fact that water becomes a solid or a gas depending on its temperature and that such changes can be reversed; also that certain changes such as baking bread are irreversible. However, they are unsure as to the specific meaning of terms such as dissolving, evaporation and condensation so their attainment in this aspect of their science learning is below national expectations.
100. By the age of seven, pupils have a good understanding of a simple circuit and label diagrams appropriately to show how to make the bulb work. Higher attaining pupils are clear about the dangers of electricity and speculate as to why it is dangerous to cast a fishing rod near a pylon. By the age of eleven, pupils show a good understanding of a fair test as they ensure that all vehicles start from the same point when they test their performance on different surfaces. They study the effect of forces as they make a glider and also look at the purpose of gears on a bike.
101. Teaching is satisfactory overall leading to steady progress through the school. The stronger element is the direct teaching of skills that leads to a good improvement in pupils' acquisition of facts and knowledge. Pupils' good attitudes and co-operation with each other help them to learn effectively. This was seen in Year 3 as pupils worked together to try to complete the electric circuits successfully. Good use is made of

support staff to help learning, this was noticed in Year 6 as lower attaining pupils were helped to build a box camera to their great delight. A less successful area of teaching is in the opportunities pupils are provided with to develop their investigational skills. This was evident in an experiment to demonstrate the importance of light in photography when the teacher set up a good experiment in a darkened area. However, the pupils watched as the teacher demonstrated the effect of light on photographic paper rather than the teacher allowing pupils more 'hands on' experience to develop their learning. Learning is enhanced by educational visits to learn about topics such as electricity and magnetism. There are some opportunities for using information and communication technology to support learning in science, for example in using a branching diagram to classify minibeasts, but generally its use is underdeveloped.

102. Leadership and management of the subject are satisfactory. The curriculum co-ordinator has a clear plan for improvement, stemming initially from a detailed analysis of test results. This includes the need to purchase more resources to enable pupils to have a choice in designing their own investigations and a greater emphasis on pupils developing independence. Satisfactory assessment procedures have been introduced though these are not yet used to plan work for different groups or to track pupils' progress across the school.

## **ART AND DESIGN**

103. By the end of both key stages, standards are above those expected for seven and eleven-year-olds and there has been good improvement in the subject since the previous inspection resulting in pupils producing work in many areas of the art curriculum that is of a good quality. The school has successfully implemented the national guidance given to schools to help pupils' learning in the subject and the quality of planning is now good helping to ensure that all pupils, including those with special educational needs, make good progress as they move through the school.
104. By the end of Year 2, pupils make good progress in their understanding of how three-dimensional pieces of work can be classed as art. During the inspection, for example, pupils were following a programme of work involving them exploring and making for themselves sculptures using a wide range of different media. Pupils made good progress in their understanding of how different artists such as Anthony Gormley have to think through in great detail how a piece of sculpture is to be constructed and what materials would be best suited to make it. By using clay, pupils were able to make their own models based on Gormley's work, 'The British Isles' learning as they did so of the importance of making the eyes of their model look in the same direction and ensuring that the model stood up and at the same time fit in a person's hand – just as Gormley's original work dictates. Teaching effectively ensures that the pupils are given good scope to explore the work of sculptures such as Henry Moore and the Italian artist Giacometti. As a result, they effectively learn how Moore's work is often bulbous in size whereas Giacometti's is characterised by thin, sticklike features. Pupils make good progress in understanding how to use and apply paint and learn how different colours can be generated from combining others. Overall, pupils reach satisfactory standards in the development of their drawing skills but have a generally limited understanding of the concepts of line and shade. When in the computer suite, the pupils are enthusiastic about using simple art packages to devise simple pictures and use the features of such programs to good effect in producing their own art work.
105. By the end of Year 6, pupils continue to make good gains in their understanding of the techniques and styles used by different artists, which is a key feature of their learning. Year 6 pupils, for example, have explored the work of Andy Warhol as part of a topic of

Life in the 1960s. They explain well how he used printing techniques as a basis of much of his work and that his images, often characterised by bright colours, were very much a reflection of everyday objects such as soap cans, detergent packets or plastic bottles. By exploring artists who draw caricatures and then attempting to copy the same style, the pupils make good progress in their understanding of how to use line, shades and tone when drawing to give the particular facial features added emphasis. Little evidence was seen during the inspection of pupils using three-dimensional materials to construct art and design and no judgements can be made about the standards pupils reach in this area of their learning. At present, pupils have generally few opportunities to use sketchbooks to stimulate their understanding of the importance that preparatory work plays in the art and design process and their learning of the importance of planning through their work carefully is a weaker feature of their attainment generally.

106. The quality of teaching and learning at both key stages is good. Key characteristics of teaching include the use of the work of different craftspeople as a stimulus for the pupils' own art work and the development of their skills and interest in the subject. Teachers have high expectations of the pupils and emphasise the need for them to produce work that reflects quality and effort and the pupils respond accordingly taking care and attention over the work that they produce. To enable the pupils to develop their literacy and information and communication technology skills when exploring the subject teachers successfully identify how activities planned for the pupils can reinforce learning in these areas. Older Year 6 pupils, for example, as part of their learning of Andy Warhol have had to research information about him as a backdrop to exploring his work as an artist. Other aspects of the good teaching noted include the well organised lessons that provide pupils with good opportunities to use a wide range of equipment. These include tools for using clay to enable the pupils to experiment with in order to obtain pleasing effects. In addition, the expertise of the learning support assistants, one of whom has a very strong interest in the subject in the school is used well by teachers to help pupils in their learning. A further strength in teaching is the way in which pupils' work is displayed around the school. This is done with care and helps to successfully raise the profile of the subject not only in the eyes of the pupils but in terms of the parents also, some of whom visit the school at the end of the day to see for themselves the quality of the work that the pupils produce.
107. Leadership and management of the subject are good. The co-ordinator is very keen and recognises the contribution that art and design can make to the pupils' personal development. Her enthusiasm has evoked high levels of interest in the subject by both pupils and staff alike and this has impacted well on helping to raise standards. A small art club for Key Stage 1 pupils is organised after school and allows the pupils concerned to develop their skills and interest in greater depth, and generates further interest in the subject. Various trips have been organised for the pupils to local galleries and these have had a positive impact on the pupils' cultural development as they learn about the work and lives of artists from other countries. Although the provision for the subject is good, there is a need to refine the school's assessment procedures for monitoring the progress that pupils make in the subject as they move through the school. At present, these are very informal making it difficult for the next teacher to be accurate in his/her understanding of what the pupils know, can do and understand in the subject in order to plan learning that will move them further on. Resources to support learning are good.

## DESIGN AND TECHNOLOGY

108. Standards, as found at the last inspection, are in line with national expectations at the end of Year 2 and 6. All pupils, including those with special educational needs, make satisfactory progress as they move through the school. There is no significant difference between the attainment of boys and girls and all pupils achieve satisfactory standards in relation to their abilities.
109. By the end of Year 2, pupils acquire the skills of cutting, shaping and joining materials well in their work. They are able to describe verbally what they intend to do, understand the use of 'A frames' for strength, and with support are able to plan their work and select the materials and tools that they will need. They took great care when making playground equipment and used tools safely and confidently, as a result, finished products were of a good standard. However, the pupils find that the making element is still more exciting than planning and evaluating the finished designs. Consequently, pupils tend to rush to make, rather than planning the precise steps in the process that their work is to take. The evaluations of the finished items are underdeveloped, preventing standards from being higher.
110. Opportunities for older pupils in Year 3 to Year 6 to make independent choices about materials, techniques and tools used, have been appropriately developed since the last inspection. In Year 3 for example, pupils were challenged to design and make a money container. The finished products were individual and inventive and pupils used a wide variety of materials and joining techniques to produce containers of an appropriate standard. During the inspection, pupils in Year 5 were engaged in a collaborative project to design and produce 'pop up books' with a variety of lever and linkage mechanisms. The lesson was a hive of activity, with pupils co-operating with each other well. This successfully helped to develop pupils' social skills. Pupils with learning difficulties were fully included in the activities because they were given sensitive support. Throughout the school, finished products, such as slippers in Year 6, are carefully made using a variety of techniques, but pupils' evaluations tend to focus on what they like about the finished product, rather than on clear evaluations of the result in relation to the intended purpose. This prevents standards from being at a higher level.
111. In all classes, the lack of a discrete design and technology workbook and the over use of work completed on loose paper, prevents pupils from seeing a structure to their work. This approach to recording does not help the development of design and evaluation skills and affects overall standards attained.
112. The overall quality of teaching and learning is satisfactory. Teachers are more confident in their subject knowledge and follow a much clearer scheme of work so that weaknesses identified in teaching during the previous inspection have been overcome. Additional staff are used effectively to develop learning, and support lower attaining pupils so that they can also achieve success. Basic making skills are taught well and there is a clear emphasis on safe handling of tools. Teachers ensure that subject vocabulary is understood and used appropriately by pupils in their conversations. Efforts are praised, and the majority of pupils, as a result, show great interest in the subject and work with enthusiasm. Whilst pupils are encouraged to think carefully about their designs, these are not recorded in sufficient detail, work is not marked so as to indicate where improvements can be made and this hampers the evaluation of their original designs and does not support the development of pupils' literacy or specific subject skills. In all years, inadequate use is made of Information and communication technology in supporting pupils in their work, particularly in terms of developing pupils' learning of control technology where there is an under-use of the resources available in this aspect of the design and technology curriculum.

113. The subject is led in a satisfactory manner. The subject has not been a focus on the school development plan, but is an area that the school is focussing on in the near future. When it is, the school is rightly planning to develop more formal assessment systems, which are currently insufficiently developed, so that the pupils' progress can be tracked to enable teachers to use this information to plan carefully for future lessons. The co-ordinator is aware that design and evaluations by pupils require further development and that staff require further training and support. Appropriate plans are in place to achieve these aims.

## **GEOGRAPHY**

114. Standards achieved by pupils in Year 2 and Year 6 are in line with national expectations, broadly reflecting the standards indicated in the previous inspection report. Pupils of all abilities make satisfactory progress as they move through the school. Their attainment and progress are suitably enhanced by a good range of educational visits and visitors.
115. By the end of Year 2, pupils have gained a satisfactory understanding of geographical skills. They look at plans of the school and identify where the school is situated in relation to other buildings in the village they are in. They confidently discuss the route they take from place to place, either in school or to and from home. In doing this, they provide clear instructions about turning left and right and note local village landmarks, describing what they will actually pass on the way. Pupils describe weather conditions accurately in terms of hot, snowy, cold and rain. They clearly understand that some conditions are hotter than others and know how climate can influence one's choice of clothing. Their knowledge of their own locality is firmly embedded, so that in studies of other locations pupils can make sensible comparisons. They have a developing understanding of physical and geographical terms, explaining the latter as 'man made things'.
116. By the end of Year 6, pupils have effectively built upon and expanded their geographical understanding and knowledge. Map reading skills have developed so that the pupils can use co-ordinates confidently to find a place or feature accurately on a map. By the end of the key stage, pupils understand what is meant by the water cycle, how rivers are formed and how the climate of a country impacts on the lifestyle and living conditions of the people who live there. Pupils use the correct vocabulary when discussing geographical concepts such as rivers. Pupils' knowledge of other countries is satisfactory. The majority of pupils identify most countries in the Common Market and name some capital cities of the world. Pupils' knowledge of the British Isles is secure in terms of countries, places and rivers and how and why people make a living. Pupils confidently discuss contrasting localities, talking sensibly about perceived major differences and consequences, such as, for example, the impact that a fictitious bypass would have on taking traffic away from the centre of a village.
117. Scrutiny of pupils' work indicates that the skills built upon in one class are not necessarily the same as those built upon in the next class. Additionally, information and communication technology is not used systematically to develop pupils' skills and knowledge in geography. This is compounded by the methods used to build upon previous learning. Much of the work centres on the completion of the same worksheet by every pupil. Whilst these worksheets may be suitable for some pupils in the class, they do not necessarily provide enough challenge for higher attaining pupils or match the needs of pupils with special educational needs. Furthermore, some geography worksheets are of unsatisfactory quality and restrict the pupils' learning to the memorisation of facts rather than the development of research skills.

118. The quality of teaching is satisfactory overall. Strengths in teaching include how teachers prepare their lessons through their lesson planning and in the use that teachers make of resources to develop the pupils' curiosity about the subject. Teaching is also suitably enhanced through well planned field trips that provide the pupils with first hand experience of the topics they study. In some classrooms, pupils' work is carefully displayed and well used both to stimulate and consolidate learning. Weaker aspects of teaching include the lack of regular use of information and communication technology to support the pupils' learning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development by providing pupils with opportunities to learn about most aspects of British life and insight into life in other countries.
119. The subject co-ordinator is well organised and leadership and management is satisfactory overall. There is a scheme of work that broadly follows national guidelines. Procedures for assessing pupils' levels of attainment for monitoring pupils' progress are satisfactory, although pupils are not as involved in reviewing their own progress as they could be.

## **HISTORY**

120. Standards achieved by pupils at the end of Year 2 and Year 6 are in line with national expectations, broadly reflecting standards indicated in the last inspection report. Pupils of all abilities make satisfactory gains in their learning throughout the school, and this progress is suitably enriched by pupils' enjoyment of the subject. The high standards being achieved in English are not reflected in pupils' writing opportunities. These are severely restricted by the use of worksheets, often the same for every pupil. The worksheets that are devised by teachers do not provide enough challenge for higher attaining pupils, thus restricting pupils' learning to the committing to memory of facts rather than the development of historical skills.
121. By the end of Year 2, pupils have a satisfactory understanding of the distinction between 'past' and 'present' and 'old' and 'new'. Pupils' research skills are satisfactory, and they use terms describing the passing of time and recognise the ways in which their own lives differ from the lives of people in the past. Pupils are familiar with prominent people and significant events of the past such as Florence Nightingale. By the end of Year 6, pupils have widened their knowledge and understanding of historical events and famous people. Their skills of historical enquiry continue to develop at a satisfactory rate, although pupils are given too few opportunities to explore their own lines of enquiry. By the end of the key stage, pupils are aware of new technological developments and the subsequent effect upon the way people live now as compared with fifty years ago. Pupils describe the changes in communication and the impact that this has had on people's lives and understand well that technology is bringing ever-faster ways of finding out and exploring the lives of people in other countries. Pupils have a satisfactory understanding of how information is gained and deductions about the past are made by exploring different artefacts. Pupils in Year 6 have a good knowledge and understanding of life in Greek times and how life those many thousands of years ago affects modern life today. Pupils confidently discussed the origin of democracy and explained clearly and accurately how the structure of Greek society then was not too dissimilar to our own. The pupils have a secure understanding of the history of their local area and understand the importance of the character of Robin Hood to the city of Nottingham.

122. The teaching of history and the pace of learning are satisfactory overall, with strengths in Year 3 and Year 6. Learning clearly reflects the quality of teaching for the majority of pupils. Good management of pupils enables time to be well used. Teachers' secure subject knowledge and their own high levels of interest in the subject contribute very successfully to the satisfactory progress that takes place in history. Pupils respond in a very mature manner and respect each other's contributions during well planned discussion times, ensuring that everyone is made to feel confident when offering their ideas and opinions. Pupils show a strong enjoyment of history, particularly when lessons are well prepared and resourced. They concentrate well and work co-operatively in groups, sharing ideas at such times. However, greater use could be made of CD-ROMs to allow the pupils to develop their research skills. Overall, there are too few opportunities provided to allow pupils to develop skills in historical enquiry from suitable information sources. The school is aware of the need to adopt more fully the recommended national guidelines as a guide to developing historical skills progressively as pupils move upward through the school. There are also plans in place to ensure that greater links with literacy are identified through the subject in order that pupils can practise and develop their literacy skills through personal research and writing for a range of audiences.
123. The subject co-ordinator is enthusiastic and leadership and management are satisfactory overall and the subject makes a good contribution to the pupils' spiritual, social, moral and cultural development. Good use is made of historical artefacts and local buildings, for example the church, to enhance and underpin pupils' understanding of past and present. Procedures for assessing pupils' levels of attainment and monitoring pupils' progress are satisfactory, although staff are not as involved in using assessment data to evaluate how effectively history is planned and taught throughout the school.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

124. At the end of both key stages, standards are in line with expectations. This represents good improvement since the previous inspection when standards were lower than expected for seven and eleven-year-olds. Since then the school has boosted provision considerably and put into place a computer suite. Furthermore, a regular programme of staff development to raise teachers' understanding of how to use computers to support the pupils in their day-to-day learning has also been put into place. As a result, pupils of all abilities make satisfactory progress in their understanding of how computers and other related information and communication technology equipment are playing an ever-increasing part in their everyday lives.
125. By the end of Year 2, pupils understand how to use the facilities in the school's computer suite and suitably demonstrate the skills of logging on and off from the school's network of computers. They know how to use the Internet and talk eagerly about using this as a means of researching information about Florence Nightingale as part of their recent work in history. Pupils have a good understanding of how to use the mouse to load and save information, although their keyboard skills are a little slow. When using a simple word-processor, the pupils are able to change the size and appearance of the text they have written as well as the colour in order to give their work added impact. Some scope is given for pupils to use simple graphing programmes in mathematics work and once they have been given a suitable explanation of how to use the programme concerned, they are able to enter a range of information and use the program's facilities to portray the information in simple bar charts and tables. While pupils make satisfactory progress in using simple programs, weaker features in their understanding include their awareness of how to use programmable toys. In addition,



pupils have too few opportunities to build on the skills they have acquired when taught in the school's computer suite in daily lessons and this limits the overall progress that they make.

126. By the end of Year 6, pupils are confident and very much enjoy using computers to support their learning. When taught in the computer suite, pupils explain what a 'search engine' means and can use the facilities within this to research information via the Internet. During the inspection, Year 6 pupils, as part of a small topic on why the number of 'Loggerhead Turtles' is dwindling, explored the Internet to gather information. They then used the information in a word-processor and used its finer features to make their efforts more visually stimulating. Such work has a positive impact on the pupils' literacy skills as they learn to understand how text and ideas can be edited and re-drafted before a final draft is produced. Pupils are equally confident in using presentation programs that allow text, graphics and music to be combined to display information. Through using spreadsheets, pupils explain how such software can be used to work out numerical problems using particular formulae and as a result pupils have a good understanding of the value of a spreadsheet in calculating mathematical tasks quickly and effectively. Although pupils demonstrate at least a satisfactory, and sometimes a good, understanding of most of the programs they work on, this is countered by their unsatisfactory understanding of other elements of the information and communication technology curriculum. These include using control and modelling software to control external devices. At present, while the school does have the resources to support the pupils' learning in this area it has yet to devise the best ways to ensure that the pupils' use the equipment as part of their learning. As a result, pupils do not make sufficient gains in their understanding of the control technology element of the information and communication technology curriculum.
127. The quality of teaching at both key stages is satisfactory with some good features. These include the teachers' knowledge and understanding of the programs they wish pupils to use when they are taught in the computer suite. As a result, the work the pupils are asked to do they find interesting, challenging and stimulating. Teachers give clear explanations to pupils at the start of lessons and this ensures that the pupils have a good understanding of what they are expected to complete by the end of a lesson. Support is good and teachers and support staff provide just enough guidance for the pupils enabling them to try and work out solutions to the difficulties they encounter for themselves. Pupils with special educational needs are given equally good support and this helps to ensure that they make comparable progress to their classmates and gain a sense of personal satisfaction of a 'job well done.' Despite the good features of teaching, the overall impact is often reduced because there are too few opportunities for pupils to use computers in day-to-day lessons to consolidate their new skills. Too many lessons do not highlight how computers could be used to extend the pupils' learning. This also limits the pupils' personal development as their high levels of interest in the subject strongly indicates they are able to work at the computer without the assistance of another adult. However, in daily lessons, pupils have insufficient opportunities to further develop their interest or skills.
128. Leadership and management of the subject are satisfactory. Resources are good and much improved since the last inspection. The co-ordinator is enthusiastic about the subject and has led developments well since the last inspection. A clear action plan has been devised that should further improve the pace of the pupils' learning. This identifies the need to ensure that pupils develop their learning and understanding of control and technology and of the need to develop ways to effectively monitor the pupils' progress and use the information gained to plan the next steps in pupils' learning. The co-ordinator has few opportunities at present to monitor teaching and learning and this

limits his ability to get a clear idea throughout the school of what pupils do well and what aspects of teaching work best.

## **MUSIC**

129. By the age of seven and eleven pupils attain standards which are broadly line with national expectations. A comparative strength is the quality of singing throughout the school and an area of comparative weakness is pupils' ability to compose their own tunes. Standards are similar to those identified in the last inspection and the issue related to developing opportunities for pupils to evaluate their own work has been suitably addressed.
130. Progress is satisfactory overall. Pupils with special educational needs are supported well in lessons to enable them to participate fully in making music, enabling them to make suitable progress alongside their peers. The school provides a good range of additional peripatetic instrumental lessons for pupils who show aptitude, and this enhances their progress. Pupils also widen their experiences through a good range of after school music clubs. The subject makes a good contribution to pupils' personal development as pupils listen to a wide range of music in lessons and in assemblies and also by practising and making music together. A good contribution is made by parents who regularly support the co-ordinator by playing the piano and guiding those who play an instrument during choir practice.
131. By the age of seven, pupils sing tunefully and with feeling, and cope successfully with singing in parts when with the older pupils in assembly. Through a good range of 'copycat' activities, pupils learn to repeat a rhythm, and stretch and curl in time to the music. Pupils show a good ability to hold the pulse during silent sessions in songs such as 'Head and Shoulders.' Pupils perform for a wider audience in assemblies and in Christmas concerts but they do not have the chance to compose their own tunes or to think of ways to record music graphically.
132. By the age of eleven, regular practice and instruction has enabled pupils to achieve a good level in singing, holding harmonies and parts successfully. Pupils use a range of percussion instruments to enhance their singing and higher attaining pupils learn to play a variety of instruments such as recorders, violins, guitar, keyboard and brass in specialist lessons and in clubs. They listen to a variety of taped programmes and learn the songs to musicals such as 'Bugsy Malone' and evaluate and appraise how some pieces of music make them feel. A comparative weakness is the lack of practice in composing their own tunes and finding ways to graphically record the music they create.
133. Teaching and learning are satisfactory overall. A good feature is the teaching of singing including the good attention paid to specific points such as sounding words and breathing correctly to improve pupils' performance. Where teaching is best, teachers have particular musical aptitude which they used well to develop pupils' understanding of rhythm, and vocabulary such as pulse and beat. Teaching is enhanced by the expertise of peripatetic instrumental teachers. A start has been made on using information and communication technology to support learning, with Year 3 looking at a 'Compose' program in the suite, though this is at a very early stage of development.
134. The subject is satisfactorily managed by a knowledgeable co-ordinator who also makes a good contribution to teaching, leading by example, in Year 1 and Year 2. A new scheme of work has been introduced to provide continuity and progression but there has been no opportunity to monitor the quality of teaching and learning in lessons as it is not yet the subject's 'turn' on the school's improvement plan. Very simple

assessment procedures are in place but are not yet used effectively by the teachers to plan the next steps in pupils' learning.

## **PHYSICAL EDUCATION**

135. Standards are broadly in line with national expectations for seven and eleven year olds and the school has maintained the standards identified in the last inspection. Stronger aspects for older pupils are the very high proportion of pupils who can swim by the time they leave school and the school's achievement in sport. Only games and athletics were being taught at the time of the inspection but discussions with pupils indicate that dance and gymnastics are taught at different times of the year.
136. Progress is satisfactory overall. However, good teaching of games and the extensive extra-curricular provision helps older pupils to achieve well in this aspect. In addition, pupils who display a particular talent are encouraged in school and also receive advice as to suitable, specialist coaching. For example, the school has good links with local professional football teams. Pupils with special educational needs are supported well enabling them to participate fully in lessons so they achieve satisfactorily overall, alongside their peers.
137. By the age of seven, consistent teaching of skills enables pupils to develop suitable games' skills such as throwing and catching, and weaving and dodging to avoid an opponent. There has been an improvement since the last inspection in the opportunity pupils have to evaluate their own work, for example pupils in Year 1 discover they have to move their feet as well as swaying and dodging to defend their hoop from the opponent's bean bag. In a music lesson, seen during the inspection, pupils displayed a good sense of rhythm as they danced in time to the music. The good structure of physical education lessons makes pupils aware of the benefit of exercise, the need to warm up and the effect of vigorous activity on their body.
138. By the age of eleven, pupils have improved their games' skills to a good level through regular practice and the direct teaching of specific skills. Pupils develop a good awareness of safety as they stretch the appropriate muscles before vigorous exercise. In invasion games they display considerable accuracy in passing and receiving the ball and know the importance of keeping close control to prevent an opponent winning the ball. The good range of extra-curricular activities enables some pupils to achieve a high level in games, and this is confirmed by the success achieved in football and basketball tournaments against neighbouring schools. The good opportunities for pupils to swim throughout the school enable all pupils to swim a minimum distance by the age of eleven, and well structured targets and support from the swimming coach encourage some pupils to achieve an advanced level. Regular assessments indicate that many pupils achieve a good standard in running with pupils striving to improve their times for the 60 metres and 80 metres distance. Pupils have the good opportunity to participate in outdoor and adventurous activities on a residential trip to the Peak District.
139. Teaching is satisfactory overall, and the teaching of games is good with some very good features. A strong feature of the better lessons is the good, direct teaching of skills to improve performance. This was seen in Year 6 when pupils first practised their balance and ball control whilst stationary, before progressing to practising these skills whilst moving forwards. Activities are well matched to the needs of the pupils so that they learn specific techniques well. For example they learn the sequence of jogging and turning before heading the ball, and also the importance of using the strength in their back rather than letting their neck take the strain. Good attention is paid to the needs of the different age groups in mixed classes, for example Reception children practised throwing and catching a beanbag, with good support from the classroom assistant

whilst the teacher helped pupils in Year 1 to develop early games strategies. In the lessons judged to be satisfactory the planning concentrated on the sequence of activities rather than the skills to be learned and this reduced the effectiveness of the learning. The good structure to lessons and the active participation and demonstrations by the teachers help pupils to develop a good attitude to the subject.

140. The subject is satisfactorily led by a knowledgeable co-ordinator who gives freely of his time to help pupils to develop a healthy interest in sport. The co-ordinator has not had the opportunity to monitor teachers' planning or the quality of teaching. However, the school has recently been successful in its bid to obtain funding to enable the co-ordinator to have time to develop the quality of teaching, a new scheme of work and assessment procedures over the next three years. The quality of the accommodation is good and the school makes good use of its extensive grounds to promote pupils' learning in the subject.

## **RELIGIOUS EDUCATION**

141. As found at the previous inspection, attainment is in line with the Nottingham Agreed Syllabus for religious education at the end of Year 2 and Year 6. All pupils, including those with special educational needs make satisfactory progress from having only a basic knowledge and experience of a personal faith to being able to demonstrate an awareness of the key principles of the main religions covered. The subject makes a positive contribution to the pupils' spiritual, social, moral and cultural development through the opportunities for them to discuss and reflect upon how other people practise their faiths.
142. By the end of Year 2, pupils have a satisfactory knowledge of some of the traditional stories in the Bible, and recognise some of the places of worship and symbols associated with different faith groups studied. They are taught to respect other people and have awareness that each person is unique. Although pupils have discussed and enjoyed looking at books and examining artefacts, their knowledge is not firmly established because opportunities to record their work have not been developed and some topics have not been covered in sufficient depth.
143. As pupils move through the school, they become more familiar with sacred writings, different faith communities, and their places of worship, and with the texts of the Old and New Testaments. They are aware that Jesus taught through parables, however, pupils have a limited perception of how the morals in the stories they explore in lessons can have a direct relevance to their own lives. For example, pupils have discussed and written about the 'Good Samaritan' but they are unable to identify the real significance of the story or how the main message in such parables have a point and relevance to pupils' relationships with others. Pupils develop a satisfactory awareness of other faiths studied, but they are less secure about what it really means to belong to a faith community other than their own, or to discover the similarities and differences between different religions.
144. Overall teaching and learning are satisfactory. Teachers have secure subject knowledge and plan lessons carefully to ensure that all the requirements of the Locally Agreed Syllabus are met. They use practical activities and resources well to promote interest. However, opportunities for pupils to write in a range of styles are not fully developed as there is an over reliance on worksheets. Often the work is the same for all pupils and not well matched to the wide range of pupils' abilities in each class. In addition, whilst discussions are frequent, opportunities for pupils to present their findings through independent research are not fully developed. This prevents pupils

from gaining a deeper awareness of the significance of belonging to a faith group. Teachers' marking does not always give sufficient guidance as to how pupils can improve. When teaching is most effective, teachers choose interesting activities for pupils to undertake, such as enacting Hindu worship, where the lighting of incense, music and prayers evoked a feeling of reverence and successfully explored the Hindu belief that God is everywhere. This not only very effectively supported spiritual development but also encouraged pupils to understand what it means to be a Hindu, so that one pupil remarked that he was 'full of peace'.

145. The subject is well managed by the headteacher, who is well aware of the strengths and weaknesses, and with this in mind, her plans to develop the subject are relevant and she has improved the range of artefacts available to promote learning of a variety of faith groups and cultures. However, assessments are informal, as a result, teachers are not aware of the pupils' attainment in the subject and this makes it difficult to plan activities that are matched to pupils' different abilities and to support the gradual progression of pupils' skills knowledge and understanding.