

INSPECTION REPORT

ST MARGARET CLITHEROW CATHOLIC PRIMARY SCHOOL

Nottingham

LEA area: City of Nottingham

Unique reference number: 122785

Headteacher: Miss C Reilly

Reporting inspector: Anthony Calderbank
7979

Dates of inspection: 23-26 June 2003

Inspection number: 248396

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Aided

Age range of pupils: 3 –11

Gender of pupils: Mixed

School address: Mildenhall Crescent
Bestwood Park
Nottingham

Postcode: NG5 5RS

Telephone number: 0115 915 0296

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Appropriate authority: Governing Body

Name of chair of governors: Mrs J O'Boyle

Date of previous inspection: March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
7979	A Calderbank	Registered inspector	Mathematics Art and design Design and technology Physical education English as an additional language	What sort of school is it? School's results and achievements How well are pupils taught? What should the school do to improve further?
9520	J R Leigh	Lay inspector	Education Inclusion	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22740	M Leah	Team inspector	Science Information and communication technology The Foundation stage	How good are the curricular and other opportunities offered to pupils?
2465	G Yates	Team inspector	English Geography History Music Special educational needs	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St. Margaret Clitherow Catholic Primary is a below average sized primary school for boys and girls aged three to eleven years. It is situated on the north side of Nottingham on the Bestwood Park Estate but also draws its pupils from a wider catchment area. Most families live in rented accommodation. There are currently 178 pupils on roll and 17 children attend the newly established nursery on a part-time basis. The differing number of pupils in each year group means that there are four classes with mixed age groups. Forty-one children (23 per cent) are known to be eligible for free school meals, which is in line with the national average. Twenty-five pupils (13 per cent) are on the special needs register. This is below the national average. Most of these pupils have learning difficulties with English and mathematics. Three pupils have a statement of special educational needs which is broadly average for the size of school. There are fifty-eight children (31 per cent) who come from a variety of minority ethnic families. Four pupils speak English as an additional language but do not require external support. When children start in the nursery class, their attainment is broadly average.

HOW GOOD THE SCHOOL IS

St. Margaret Clitherow Catholic Primary School provides its pupils with a good quality of education and is justifiably well respected in the two Catholic parish communities it serves. For the past three years it has received an Education and skills Achievement Award because of pupils' achievements. Teaching is good overall. Though standards are average in English, mathematics and science, pupils achieve well in these subjects when their prior attainment is taken into account. The headteacher, senior staff and governing body provide good leadership and management. Pupils are interested, well motivated and make good progress. The school is fulfilling its mission statement and gives good value for money.

What the school does well

- Pupils achieve well in English, mathematics and science by the end of Year 6.
- It provides varied opportunities in different subjects for pupils to develop and use their good speaking and listening skills.
- The quality of teaching is good overall and as a result most pupils are interested in learning, relate very well to each other and enjoy school.
- Children are given a good start in the Foundation Stage (the nursery and reception class).
- The governors, headteacher and key staff have a good understanding of what the school does well and what needs to be improved.
- Pupils' personal development is very good and most pupils behave well.
- Provision for pupils with special needs is good.

What could be improved

- Assessment procedures in subjects other than English, mathematics and science and the use made of the information to improve the quality of teaching and learning.
- The written comments teachers make when marking work to help pupils improve
- The quality of the outside activity areas especially for children in the foundation stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Good improvements have been made since the school was last inspected in March 1998. A full review of teachers' planning has been undertaken and a common and consistent approach adopted. Learning outcomes are clearly identified and meet the needs of all pupils. A whole-school approach to assessment has been put in place in English, mathematics and science. Better use is now being made of this information to help teachers decide what the children should learn next in these subjects. As a result, standards have risen, not only in the percentage of children who reach the level expected for their age, but also in the percentage who do better. Pupils in Year 3 now have full access to all aspects of the statutory curriculum. Resources and investigative work in science and mathematics have improved significantly and are now of a good quality. The library is not well organised. It has an adequate range

of books but not enough of them. The school has improved the provision for children in the foundation stage significantly by opening its own nursery.

STANDARDS

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

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

Key

well above average A

above average B

average C

below average D

well below average E

Standards in English, mathematics, science and information and communication technology (ICT) in the current Year 6 are similar to those found in most schools. However, when the pupils' well below average attainment in the 1999 end of Year 2 National Curriculum tests is taken into account, they have made good progress. The school is likely to achieve its target for Level 4 attainment in English and mathematics in the 2003 national tests. Standards in speaking and listening and reading are above average. Attainment in writing is average and most pupils write for a range of different purposes. Pupils can use a variety of strategies to carry out mathematical calculations and use their knowledge well when solving problems. They have a good understanding of how to carry out a scientific investigation based upon their own hypothesis. Pupils have well developed word-processing skills and make good use of ICT in most other subjects. In all other subjects inspected pupils achievements are similar to those found in most schools.

The majority of children in the Foundation Stage are on line to attain the expected early learning goals in all areas of learning by the end of the reception year.

In the current Year 2 age group there are fewer than fifteen pupils so any comparisons with national averages need to be treated with extreme caution. Inspection findings show that standards of attainment in Year 2 are in line with those found in most schools in reading, writing, mathematics and science. Standards in all other subjects inspected are average. No overall judgement can be made in design and technology and music.

Religious Education was the subject of a separate diocesan inspection and will be reported separately.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. The pupils come into school eagerly and are enthusiastic about their learning. They concentrate well especially when the subject matter catches their interest.
Behaviour, in and out of classrooms	Behaviour in and around the school is good. Pupils know what is expected of them and follow the rules. There are rarely any incidents of poor behaviour and these are dealt with quickly and effectively when they occur.
Personal development and	Very good. Relationships in the school are very good and this is a significant strength. Pupils carry out jobs in school responsibly and

relationships	sensibly.
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Attendance	Satisfactory. The school makes every effort to encourage good attendance but a small number of parents still take their children on holiday during term time.
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TEACHING AND LEARNING

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

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

The quality of teaching is good overall and a strength of the school. It has improved since the last inspection. Teachers have fully incorporated the National Literacy and Numeracy Strategies into their planning. The basic skills of reading, writing, spelling, and handwriting are taught thoroughly. A good emphasis is placed on developing pupils' knowledge and understanding of number and mathematical procedures. In Years 1 to 6, the setting of pupils by attainment in English and mathematics enables teachers to meet pupils' needs, including those with special needs and those who speak English as an additional language. Information and communication skills are taught soundly and teachers provide suitable opportunities for pupils to use their newly acquired skills in most other subjects. The major strengths in the teaching seen were effective planning, teachers' good subject knowledge and high expectations of pupils to use and develop their speaking and listening skills in a variety of situations. Teachers mark pupils' books conscientiously but comments are rarely evaluative and do not give advice about how to improve the work. The quality of learning is good overall throughout the school. In most lessons, pupils show interest, concentrate carefully and try hard. Teachers make good use of assessment information in English, mathematics and science to track pupils' progress but there is no whole-school approach to assessment in other subjects.

Good teaching in the Foundation Stage accelerates children's progress and they find learning fun. In both classes effective use is made of assessment information to ensure that work is matched to children's ability. Opportunities are provided for children to explore and learn for themselves but there is no clearly designated outside play area for children to use. The quality of learning is good.

Pupils with special educational needs make good progress because work which is set in lessons is matched to their ability. Teaching assistants support pupils well in the time available.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets national requirements. Pupils are provided with a suitable range of relevant learning opportunities. A satisfactory programme of extra curricular activities and a good range of educational visits adds to the quality.
Provision for pupils with special educational needs	Good. Pupils are identified at an early stage and achieve well. They are considered to be important members of the school community.
Provision for pupils with English as an additional language	All pupils no matter what their background are fully integrated into all aspects of school life. There are no pupils who are at an early stage of learning to speak English.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good attention is paid to fostering pupils' spiritual, moral and social development. Assemblies contribute effectively to pupils' spiritual development and to the ethos of the school. There is a strong emphasis placed on pupils learning what is right and wrong. Cultural provision is satisfactory but more could be done to help pupils appreciate life in a multicultural society.
How well the school cares for its pupils	Good; the staff know each child very well and show care and concern for their well-being. Pupils' personal development is very well supported and monitored effectively. Assessment of pupils' academic performance in English, mathematics and science is good. Test results in these subjects are analysed and the information used well to track pupils and to set targets for improvement.

The school's partnership with parents is good. Parents are effectively involved in their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher gives a clear sense of purpose and direction to the work of the school. She has established some good systems for monitoring and evaluating the quality of teaching and learning throughout the school. She is well supported by the senior management team.
How well the governors fulfil their responsibilities	Governors are fulfilling their role well. They are very committed to the school and have a good knowledge of its strengths and weaknesses. Committees deal efficiently with school matters and governors are involved closely in setting targets for improvement.
The school's evaluation of its performance	Good; governors regularly review progress. The school has identified relevant priorities for development. The action taken has improved standards.
The strategic use of resources	Good; funds are used effectively to support the school's priorities. The strategic use of resources is good. Budget decisions are linked well to the school's educational priorities. Funds allocated to such areas as special educational needs are used to good effect.

Staffing levels are adequate for the school's needs. There are satisfactory resources overall. However, some of the classroom ICT equipment and large physical education apparatus are in need of replacement. The playground is in a poor state of repair and lacks seating areas. Despite the school's best efforts, the road outside the school is a potential hazard to pupils' safety.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The teaching is good. Their children are happy and like school. They would feel comfortable in approaching the school with problems. Children are expected to work hard and as a result make good progress. Children behave well and the school helps them to become mature. 	<ul style="list-style-type: none"> Parents do not have any significant concerns.

The inspection team agrees with the parents' positive views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children start in the nursery class with skills and knowledge typical for their age. They achieve well in the Foundation Stage and most children are likely to attain the expected standard in all areas of learning by the time they enter Year 1. However, facilities for structured outdoor play are limited and this does have an adverse effect upon children's progress. Children who are recognised as having special educational needs are quickly identified and they are given extra help and as a result they too achieve well.
2. The results of the National Curriculum test and assessments taken at the end of Year 2 in 2002 were above average in reading and mathematics and well above in writing. When compared to similar schools, pupils' performance was well above average in reading and mathematics and in the top 5 per cent in country in writing. Teachers' assessments showed that the percentage of pupils' reaching the expected standard (level 2) was below average in science and well below in speaking and listening. The percentage of pupils assessed as working at the higher level (level 3) was above average in science but well below in speaking and listening.
3. Inspection evidence shows that the standards being achieved by the current group of Year 2 pupils are broadly average in reading, writing, mathematics and science with most pupils working at the expected level for their age. Attainment in speaking and listening is significantly better than the teacher assessments suggests, and is in fact above that found in most schools. About 90 per cent of pupils in the current Year 2 are working at level 2 in reading, writing and mathematics with approximately 30 per cent working at the higher level 3. However, any comparisons with other schools need to be treated with caution because there are only fourteen pupils in the class.
4. The results of the National Curriculum tests taken by pupils at the end of Year 6 in 2002 were above the national average in English and mathematics and well above average in science. When compared with pupils in similar schools, the school's results were even more favourable; pupils' performance was well above average in all three subjects. The trend in the school's results over the past five years has been in line with the national trend.
5. As a result of the improvements the school has made in its National Curriculum test results, it has been presented with a *School Achievement Award* from the Department for Education and Skills for the third year running. Standards have improved because of better planning, good teaching and a thorough analysis of assessment information, which is used well in English, mathematics and science. There is no significant difference in the performance of boys and girls. Boys and girls demonstrated similar standards during the inspection.
6. The 2003 National Curriculum test results are not expected to be as good as those in 2002. However, teachers' records show that the pupils in the present Year 6 have made good progress, especially when you take into account their well below average attainment in the 1999 end of Year 2 National Curriculum tests.
7. Inspection evidence shows that by the end of Year 6, standards in speaking and listening and reading are above expectations. Pupils in Year 6 are confident

conversationalists and respond well to the good opportunities provided in other subjects to discuss issues. Most are enthusiastic readers and make accurate deductions and inferences from the text. Attainment in writing is broadly average. Most pupils write for different purposes and in a clear legible style with correct punctuation.

8. Pupils' attainment in mathematics is average in Year 6. The previous inspection found there was a lack of challenge in the tasks given to higher attainers. This is not the case now. Teachers ensure that work builds on what pupils already know, understand and can do. Pupils use different strategies to carry out mathematical calculations and higher attainers understand the relationship between percentages, decimals and fractions. They put this knowledge to good use when working out problems related to every day situations such as buying electrical goods.
9. Pupils in Years 1 to 6 are split into two groups according to their prior attainment in English and mathematics and this organisation is proving to be successful in ensuring that all ability groups achieve well.
10. Standards in science are similar to those found in most schools in Year 6 and have improved significantly since the last inspection when they were found to be below average. This improvement has been brought about by increased attention to investigative work and better teaching. Pupils respond well to the practical approach to science. They understand better when they see a scientific effect rather than just being told about it.
11. In ICT, standards are similar to those found in most schools in Years 2 and 6 and they are improving. Pupils have well developed word-processing skills. They make good progress and most teachers provide pupils with opportunities to use their ICT skills in many other subjects. However, the school has still got some outdated computers and there is a lack of some equipment such as sensors.
12. Most pupils make satisfactory progress and reach nationally expected levels by the end of Years 2 and 6 in geography and history. The school does not have a co-ordinator for art and design and standards are not as high as they were at the time of the previous inspection when they were judged to be above average by the end of Year 6. Pupils' work seen during the inspection shows standards to be similar to those found in most schools by the end of Years 2 and 6. Pupils' attainment in gymnastics and games (the aspects of physical education seen during the inspection) was in line with national expectations. The school's records show that standards in swimming have remained above average. It was not possible to make an overall judgement about standards in music by the end of Years 2 and 6 and design and technology by the end of Year 2. Religious education is to be the subject of a separate inspection by diocesan inspectors.
13. Pupils with special educational needs achieve well. The targets set out in their individual educational plans are clear and achievable. Pupils with statements of special educational needs make good progress because of the quality of the personal attention they receive from classroom assistants. Every small step is celebrated, which raises pupils' self-esteem and spurs them on to the next target. Pupils throughout the school who learn more slowly and need extra help benefit from the successful implementation of the additional literacy support strategy, further literacy support and phonological awareness training. During these short but intensive sessions with support assistants, reading and writing skills are reinforced and

extended. Pupils who speak English as an additional language achieve as well as other pupils.

14. All the pupils from the different ethnic minority groups make the same progress as their peers and achieve well. The school ensures that higher attainers are suitably challenged.

Pupils' attitudes, values and personal development

15. Pupils' attitudes to school are good. This is an improvement since the last inspection. Pupils are eager to come into school at the start of the day. They move around the school calmly and with purpose. Pupils are keen to help visitors. They like to show them their work. The majority of pupils concentrate well, show interest, reflect on what they do and involve themselves fully in the range of curricular and extra-curricular activities the school provides. Great efforts are made by teachers to ensure that lessons and other activities are interesting, good humoured and well paced, which leads to pupils enjoying their learning. This was seen in a very good Year 3/4 Mathematics lesson, where pupils were investigating number patterns, and particularly good attitudes to learning were seen. Pupils enthusiastically took part in the well-chosen activities and responded with obvious enjoyment to the quick-fire questions. They could explain their mental strategies and were delighted with their achievements. Pupils are happy at school and smiling faces are a constant feature. It is a friendly place in which to work. Pupils are most clear about the way they should behave and take a great deal of pride in their work. When given opportunity, pupils co-operate and work very well together. Pupils, when asked, are keen to answer questions and are not afraid to contribute and test ideas. Groups of pupils spoken with during the inspection were articulate, considered questions thoughtfully and were well able to put their point of view.
16. Overall behaviour is good in lessons, around the school, at play and at lunchtime. This is an improvement since the last inspection. There were many examples of very good behaviour but also isolated instances in Years 3 to 4 where behaviour was unsatisfactory, usually due to unsatisfactory classroom control. There were no permanent exclusions of pupils in the last school year and only one fixed term exclusion of a boy. The school has a behaviour policy, which is most effective. This is well supported by a few simple, clear school rules such as *If you've nothing nice to say, say nothing at all*. It has clear procedures for improving unsatisfactory behaviour, including bullying, which also involves parental support. There is a good range of rewards for pupils who are well behaved, which are highly valued by pupils. Pupils are very aware of the behaviour expected of them. All staff in the school have high expectations for behaviour. Pupils are clear about reporting procedures. They have confidence that action will be taken should bullying occur. No oppressive behaviour, such as bullying or racism, was observed in the inspection. Pupils are courteous to each other and to adults. They are very polite and examples of pupils saying please, thank you and excuse me were witnessed. All the parents who contributed to the questionnaire or to the parents meeting said that pupils are well behaved, and inspection evidence supports this view.
17. Personal development is very good. This is an improvement since the last inspection. The school clearly works hard to develop the personal attributes of all its pupils. Pupils show initiative, when given opportunity, and are willing to take responsibility. They respond well to the range of jobs and responsibilities they are given and eagerly carry them out. The older pupils notice what needs to be done and do it. In all lessons pupils are encouraged to answer questions and develop ideas.

They are fully involved in the daily routines of the school and help each other. They are kind and treat each other with mutual respect. Pupils make most significant gains in confidence as they get older and progress from the Foundation stage. Pupils in one Year 3/4 class displayed great confidence in presenting a whole school assembly on the theme *Freedom and Responsibility*. In this they led prayers, acted out situations and sang in front of the whole school. They did this unassisted by their teacher and it truly was a powerful and memorable lesson for those taking part and for those watching. It clearly demonstrated the message that, *It is better to be a friend than a bully*. The school does all it can to raise the self-esteem of its pupils.

18. Pupils form very good, constructive relationships with each other and with their teachers and other adults. Pupils are capable of working well together, play well together and no instances of exclusion from activities were observed. All are provided with the opportunity to be fully included and integrated into the life of the school. Examples of this are the great care taken to fully involve those with a disability and the obvious racial and ethnic harmony in the school. Playtimes are characterised by children of all ages happily playing well together in mixed groups. They respect differences and understand the feelings of others very well.
19. Pupils reflect on, and have a good understanding of the effect of their actions on others. Personal, social, health and citizenship education, circle time, whole class discussions and assemblies all provide opportunity for reflection for example friendship, helping, kindness, feelings and recognising right and wrong. They discuss a range of topics and are able to reflect, comment on, understand different positions and make choices.
20. Attendance is satisfactory and has improved in the current academic year to be close to national averages. However attendance is still affected by a small number of pupils on holiday in term time. Most pupils arrive on time for lessons although a significant minority come late. Class registration is efficient and recording is accurate. This results in a prompt start being made by most pupils and they are quickly into their work.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

21. The quality of teaching is good overall throughout the school. It was good or better in 74 per cent of the lessons seen and 29 per cent were very good. There was only one lesson that was unsatisfactory. This marks a significant stride forward since the previous inspection when 12 per cent of lessons were found to be unsatisfactory. However, care should be taken when interpreting these percentages as each lesson represents more than two percentage points.
22. Teaching is of a good quality overall throughout the school in English, mathematics and science and in ICT in Years 3 to 6. Key strengths are the very good relationships and the way most teachers manage pupils in lessons. Pupils respond well by working hard and giving of their best. Their growing independence can be seen in their imaginative responses to teachers' questions. Teachers' good subject knowledge leads to good planning that in turn ensures that resources such as *number cards* and *whiteboards* are used well to help pupils' understanding. The time given to lessons is usually used well, so that pupils often experience a good mix of listening to teachers' explanations, working practically and writing up what they have learned. Some morning sessions especially in music are timetabled to be only half an hour long and this often means that there is too little time to consolidate learning.

23. There is close correlation between the teaching and rate of learning. In all the lessons where the teaching was good or better, the pupils showed a real interest in their learning and made good progress. This was well exemplified in an art and design lesson for Year 6 pupils who were experimenting with paint mixing techniques. Very good demonstration focused on important detail and pupils quickly learnt to add very small amounts of black and white paint to green in order to create an effective background for their landscapes. One science lesson was unsatisfactory because the strategies used by the teacher to manage pupils' behaviour did not work well enough and pupils became distracted from their work.
24. Since the previous inspection the overall quality of teaching and learning in the Foundation Stage has improved and is now good ensuring that children get off to a fine start. All staff use their secure knowledge and understanding to plan interesting practical experiences in each area of learning. This helps children to find things out for themselves and increases their level of independence. In both classes, effective use is made of assessment information to ensure that work is matched to children's ability. Relationships are very good and staff have established a calm and secure working environment where children gain in confidence and learn as well as they can. Increasing use of the National Literacy and Numeracy Strategies in the reception year enhances the teaching of key skills in pupils' communication, language and literacy and mathematical development. Despite the best efforts of the school, valuable opportunities to include outdoor play activities in the other areas of learning are missed because there is no permanent and suitably equipped area.
25. The previous inspection report identified weaknesses in planning which often lacked clear learning objectives, particularly for the higher attainers in mathematics and science in Years 1 and 2. There was also some use of unchallenging worksheets, for example in science and geography. All these issues have been addressed successfully. The school has introduced an effective programme for observing the quality of teaching and learning throughout the school in all subjects. The subsequent identification and sharing of good practice have helped to promote better learning.
26. Teachers put the national literacy and numeracy strategies to good use in lessons. In English and mathematics, pupils are grouped in classes based upon their prior attainment. This is successful and ensures that work matches pupils' ability. The teaching of reading and the development of pupils' speaking and listening skills are effective throughout the school. Mental work features prominently in all numeracy lessons. A good emphasis is placed on problem solving and on pupils explaining how they arrived at an answer. The teaching of science has improved since the last inspection. Pupils are provided with more opportunities to investigate and there is now a good balance between instruction, practical work, observation and discussion. The good teaching observed in ICT in Years 3 to 6 was focused well on the development of skills. However, there are outdated computers in some classrooms and a lack of specialist equipment such as sensors which does limit progress in some strands of the subject.
27. Teachers use a wide enough range of methods in their teaching. All teachers make the learning objectives clear at the start of lessons and review what pupils have learned at the end. This helps pupils to consolidate their learning. Teachers often use questioning well and go on to develop pupils' answers to reinforce a teaching point. They make sure that pupils from ethnic minorities are fully included in all class discussions and activities. They make good use of homework to help pupils to learn. From a young age, pupils are expected to read at home and as they get older they are given more frequent and difficult homework, particularly in English and mathematics.

28. The teaching of pupils with special educational needs is good. Teachers have high expectations of the standards they want pupils with special educational needs to achieve and are sympathetic to their needs. Classroom assistants make a valuable contribution to the good progress pupils make and are usually well briefed. Support in general from teachers and other adults is effective, but less so in one lower junior class. The progress of all pupils on the register is well monitored. The teaching of those for whom English is an additional language is good and means they do as well as other pupils. Higher attainers do well because they are given work which challenges them.
29. The quality of day-to-day assessment is satisfactory. Teachers monitor pupils' work in the class, giving guidance and advice as needed. They mark pupils' work in an encouraging way but comments are only rarely evaluative. Opportunities are missed to link pupils' achievements to their targets and to give advice about what they should do next in order to improve the quality of their work.
30. Teaching is satisfactory overall in physical education. It was not possible to make a judgement about teaching in geography, history, music, art and design, design and technology and ICT in Years 1 and 2.

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

31. The school provides a well planned curriculum which clearly reflects its aims, and meets the needs of all its pupils. Statutory requirements are met in all subjects of the National Curriculum. The diocesan syllabus is followed in religious education. The short length of some music lessons limits the amount of progress made by pupils but this has been recognised and plans are being made to modify the arrangements.
32. The school has successfully resolved issues from the previous report. There is now a consistent approach to planning across the school. The clear learning objectives and outcomes contribute significantly to pupils' achievement. The curriculum in mathematics and science has been revised to include a suitable amount of carefully organised investigational work and this is improving standards. The problem with the mixed Year 2/3 class no longer exists due to a change in the school's organisation.
33. The provision for children in the Foundation Stage has been considerably improved by the opening of a nursery class. Whilst in the early stages, the nursery together with the reception class gives children a good start to their school life. The Foundation Stage curriculum is firmly based on national guidance and covers the six areas of learning effectively. Activities, based on practical first-hand experiences are lively and stimulating. They meet the children's needs successfully. However, facilities for structured outdoor play are limited.
34. The school has good strategies for teaching literacy and numeracy. The National Literacy and Numeracy Strategies are fully implemented and supported in Years 1 to 6, by the organisation of teaching groups by prior attainment. In literacy, targeted work for pupils who need extra help is well organised and directed. Pupils in mathematics, reach good understanding and enjoy solving problems due to the greater emphasis on investigational work.
35. The school's curriculum provides very effectively for equality of access and opportunity for all pupils. Staff treat all pupils equally, what ever their needs or

background, and makes sure that they benefit from their time in school. The policy for special educational needs embraces the principles and practice of the national Code of Practice. Provision for pupils with special educational needs is good. Assessment procedures are thorough and the results are used effectively to modify teaching programmes for all pupils so that work matches their needs. Pupils who speak English as an additional language are also supported well and make good progress. The school keeps a register for gifted and talented pupils.

36. There is a satisfactory range of extra-curricular activities including sports such as football, gymnastics and basketball. The school football team was very successful in winning the local schools' league last season. A lunchtime dance club is led by a Year 5 pupil, but there are no other musical activities currently available. Two residential visits provide good opportunities for older pupils to develop their independence and social skills. The curriculum is effectively enhanced by educational visits, for instance, to museums, theatres and farms.
37. Very good provision is made for the pupils' personal, social and health education. Opportunities are taken across the curriculum and in dedicated circle time, personal, social and health education lessons and in religious education to promote thought and reflection. Health education is taught through the science curriculum and includes awareness of drugs. The school has a clear policy regarding sex education. Whilst no formal lessons are taught, pupils' questions are answered sensitively.
38. The school makes good overall provision for pupils' spiritual, moral, social and cultural development.
39. Provision for spiritual development is good. The Catholic nature of the school is strong in all areas of school life. The school's mission statement to lead children on a 'faith journey' and 'promote the values of the Gospel' is at the centre of its commitment. Consequently prayer is a focal point. Opportunities to reflect and pray are sensitively organised in class or school assemblies and throughout the day. The class altars and the carefully prepared prayer room constantly remind pupils of their relationship with God. Pupils are encouraged to reflect on their preparation for their First Communion, and are sensitive in describing their hopes and fears. Opportunities to grow spiritually through art or music, or to marvel at the wonders of nature are less well developed.
40. Provision for moral development is good. The school's one Golden Rule 'Love one another as I have loved you' is prominently displayed in the hall and frequently referred to by staff. As a result, pupils are learning to be thoughtful and to care for each other. The consistent and practical behaviour policy makes the school's expectations clear and promotes positive discipline. This is supported by praise and encouragement together with an array of awards, for example, the weekly Courtesy Shield, certificates and treats. Consequently pupils enjoy school and behave well. Achievement assemblies reinforce the school's values very well. A range of meaningful experiences are provided over time including opportunities to reflect on and discuss subjects such as freedom, responsibility and on the importance of rules.
41. Provision for social development is good. In all areas of school life, pupils are encouraged to feel part of the school community and to take a pride in shared achievement. The house point system is firmly established and pupils look forward to finding out which team has won the cup for best behaviour and effort each week. Many good opportunities are provided for pupils to collaborate in small groups or in pairs in class. Consequently, pupils learn to consider another's point of view and

make corporate decisions. End of term and Christmas performances enable all to work together purposefully. Opportunities for individuals to take responsibility for small administrative tasks in class and around school are carefully organised so that pupils learn to feel responsible for aspects of school life. Pupils in Year 6 are given extra responsibility as, for example, House Captains, playtime helpers or librarians. The two residential visits promote skills of independence and good opportunities for older pupils to relate to each other outside the school's setting. Pupils also gain an understanding of other peoples' needs through supporting a range of charities.

42. Opportunities for cultural development are satisfactory overall. Visits to museums and theatres promote cultural development successfully. Topics like the study of Ancient Greece or of an Indian village raise pupils' awareness of life in earlier times and different places. Pupils are familiar with the works of western artists like Monet, Mondrian and Van Gogh and some aspects of African art. Whilst pupils are taught about major world faiths in religious education, and the youngest pupils celebrate a variety of festivals including Divali, Hanukkah and St Lucia, other opportunities are missed to develop pupils' appreciation of life in a multicultural society. This area has not improved significantly since the previous inspection.
43. The school fosters good links with the community, hosting courses, led by the New College, to promote adult education in the community. There are good sporting links with the local football teams and with the Awards for All Grant, which is providing coaching for some pupils. Members of the local community, family and friends, contribute their knowledge, for example, of local history, to support the curriculum. The community police officer is a regular visitor and pupils take part in the Road Safety Quiz. There are also very close links with two parishes the school serves which contribute greatly to the school's ethos.
44. The school has good links with its partner institutions welcoming students at various levels to contribute to school life. There are close links with the designated secondary school which include some joint planning of curriculum topics as pupils move from Year 6 to Year 7. Pupils are beginning to forge links with pupils at other schools through e-mail. Staff have benefited from observing expertise in ICT at other schools in order to promote their own skills, and have joined in shared training days to mutual benefit.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The school has good procedures for child protection and for ensuring the welfare, health and safety of its pupils. This is an improvement since the last inspection.
46. There is an effective, site-specific, health and safety policy, which demonstrates commitment to health and safety. It has suitable arrangements for health and safety and is well supported by a good range of procedures. Risk assessment is effective. Management, staff and governors undertake regular inspections of the school. First aid procedures are satisfactory with trained staff and equipment available. For all matters under its control the school does all it reasonably can to ensure the health and safety of its pupils. However, despite the school's best efforts, the risk posed by the traffic on the road outside the school, which is on a tight bend, is still as yet unresolved and remains unsatisfactory.
47. The school provides a most secure, caring and welcoming environment for all its pupils. It works consistently, and with determination, to secure the best interests of all its pupils, including those with a disability, to safeguard their welfare and promote their

development. Staff know the pupils in their care well and show genuine interest in their welfare. This results in very good relationships. Good supervision of pupils during playtime, lunchtime, before and after school and the end-of-day collection arrangements, make a most effective contribution to the health and safety of pupils. An example of this is the care the school takes, through its good procedures, to ensure the safety and protection for those pupils who travel to and from school by bus.

48. There is a designated person for child protection issues who has been well trained. Local procedures are followed in practice, pupils are monitored when necessary, and there are effective links with relevant agencies and those with parental responsibility. Child protection has a high profile and the school ensures that this issue is handled sensitively and well. The school is effective in working in partnership with all agencies to secure pupils' welfare. Staff are aware of what to do if they suspect, or have disclosed to them any concern that an individual child may need protection. It is clear that the school works in the very best interests of all its pupils to safeguard their welfare and promote their development.
49. There are satisfactory procedures to promote, monitor and improve attendance. Procedures are in place to communicate with parents on matters of attendance and reasons for absence.
50. The school has good procedures to monitor and promote good behaviour and eliminate oppressive behaviour including bullying. All staff are consistent in applying the school behaviour policy. There is good supervision in lessons and at playtime and lunchtime. Pupils are very aware of expectations. There is an effective reward and sanction system in place, which is used consistently by all staff. Good behaviour and attitude to work is recognised and rewarded accordingly, for example in the weekly *achievement* assemblies. Unsatisfactory behaviour is always challenged and sanctions applied.
51. There are very good procedures to monitor and support the personal development of pupils. They are effective because they are based on the teachers' detailed knowledge of individual pupils. Personal, health and social education opportunities, circle time and other curriculum opportunities make a positive impact on pupils' personal development in areas such as being friendly, drugs education, and good citizenship. They explore their feelings and reflect on issues that affect pupils. Pupils understand the consequences of anti-social behaviour and are developing the skills to be most effective in relationships. These opportunities ensure that they become increasingly independent, self confident and knowledgeable about themselves and healthy and safe living. The older ones are beginning to understand what it means to be a good citizen.
52. The support and guidance offered to pupils who have a special educational need is good and the school's policy with regards to equal opportunities is delivered in actual practice. The school is a very caring Christian community, which promotes pupils' self-esteem well. Pupils with special educational needs and those who speak English as an additional language are provided with the support and encouragement they need to enable them to take a full part in all the schools activities.
53. There are two very good examples of how the school values pupils as individuals. One involves a pupil in the Foundation Stage who receives excellent support and the other a pupil from a special school who enjoys working with pupils in Year 6 on 3 afternoons a week.

54. Procedures for monitoring pupils' academic performance and progress are satisfactory overall. In English, mathematics, science and the Foundation Stage they are good and effective use is being made of the information to target individuals and groups. Since the last inspection the school has started to track the pupils' progress from the nursery onwards through assessments and tests. Current tracking procedures include noting such information as spelling scores and the results of statutory and non-statutory tests. In addition, samples of work in English, mathematics are kept and graded against National Curriculum levels. All this is providing useful information to aid the target setting process. Test results are analysed carefully according to gender and ethnicity.
55. In other subjects planning is carefully monitored to ensure that adequate coverage is taking place. However, assessment arrangements in subjects other than English, mathematics and science do not provide sufficient information to ensure that strengths and weaknesses in pupils' attainment can be highlighted. As a result the teachers miss opportunities to plan relevant changes to the curriculum and to more accurately track pupils' progress in individual subjects as they move through the school. This is something that the school has identified for itself and is in the process of seeking advice from the Local Education Authority with a view putting in place suitable procedures to assess and record pupils' progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. The views that parents have of the school are very good. They are very pleased with the improvements the school has achieved. The school has a most valued position within its Catholic community. All parents spoken to said that they had the highest regards for the school. It is clear that parents want their children to attend this school.
57. Parents and carers are very pleased and satisfied with the quality and effectiveness of what the school provides and achieves. With few exceptions, parents have the view that pupils are making good progress; that their child gets the right amount of homework; that teaching is good; that the school works closely with parents and is well led and managed. All these views are supported by inspection evidence. No aspect of school life was of concern to parents.
58. The quality, relevance, clarity and style of general information provided by the school to parents and carers are good. The school prospectus is informative, well produced and easy to read and understand. It meets requirements. Parents spoken to during the inspection week agreed that they understood very well what was going on in the school.
59. The reporting on progress for special educational needs pupils is good. Parents of pupils with special educational needs are supportive, involved and attend the review meetings. The reporting on annual progress for other pupils is satisfactory. They describe what pupils can do in some detail, with a link to statutory attainment levels in Year 2 and Year 6. However, the information on targets is inconsistent, and where given, is often not specific enough to be sufficiently useful for parents. The school does have several opportunities throughout the year for formal and informal meetings with parents, where they can discuss the progress their children are making.
60. The school is successful in promoting and encouraging links with parents and carers. The school is most welcoming, an open door policy operates and parents are most at ease and comfortable when approaching teachers. The two home-school co-

ordinators were originally appointed to improve links with the significant numbers of parents whose children use the bus and who were rarely able to visit the school. Their role has been effectively extended to include other aspects such as curriculum information evenings and advice on useful courses at a local college. Staff make themselves readily available to discuss pupils with parents and carers. A small number of parents and carers provide help and support in the life of the school. They are engaged in a range of activities, such as baking, crafts and general classroom support. An example was seen in the inspection, where a parent provided most helpful advice and support, under the direction of the class teacher, to pupils who were making clay pots as an activity in a science lesson on how materials change. These parents are highly valued by the school and make a significant contribution to pupils' learning at school. The school has a committed and successful Parents and Friends Association, who arrange a range of events and raise significant funds. These are well targeted and used for the benefit of the school, for example in providing a laptop data projector and equipment for the nursery.

61. The contribution of parents and carers to children's learning is good because they provide effective support, for example in reading and encouraging their children to do their homework. The school has implemented home-school-child agreements.

HOW WELL IS THE SCHOOL LED AND MANAGED?

62. The school is well led and managed. This is recognised in the strong agreement of parents who returned the questionnaire. The headteacher has high expectations of her staff and pupils and is effective in working with all concerned to achieve them. This is borne out by the fact that the school has received a national achievement award for the past three years because of improvements in its test results. Her leadership has been particularly effective in ensuring that there is a very strong Christian ethos throughout the school. She is fair and consistent in her dealings with others and as a result is held in high esteem. The headteacher receives good support from the senior management team. There are good management systems in place that involve all members of staff. For example, many pupils arrive by chartered transport each day and the supervision of these children is very well managed. A strength of the school is the emphasis placed on social inclusion. All pupils no matter what their backgrounds take a full part in all activities. All members of staff carry out the school's policy for avoiding racial discrimination successfully.
63. The role of co-ordinators in the monitoring of standards and the quality of teaching and learning in their areas has improved since the last inspection and is good. For example, they not only evaluate their subject areas but also involve individual governors in this work. Findings are reported back to all teaching staff and changes made to the curriculum if necessary.
64. Good progress has been made in addressing the issues raised in the previous inspection report. The quality of teaching is good throughout the school. Resources and investigative work in mathematics and science have improved and are now of a good quality. School development planning is much stronger. Teachers' planning is now of a good standard with learning objectives stated clearly and all pupils in Year 3 have full access to the curriculum.
65. As at the time of the previous report, governors are highly supportive of the school and are involved effectively in all aspects of school life. The issues identified in the previous inspection with regards to omissions in the governors' annual report sent out to parents have been addressed successfully. The governing body appreciates

greatly the commitment of the headteacher and all the staff. Through their committees, governors fulfil their legal responsibilities and share information about the curriculum, standards and the building. The governing body receives regular reports from the headteacher about the work of the school and individual governors are becoming increasingly involved in finding out about how individual subjects are taught.

66. The last inspection found that there was scope for more rigorous evaluation and assessment of the school's performance by governors. This is not now the case. For example, all governors are involved in discussing the results of baseline assessments and tests at the end of Year 2 and Year 6.
67. The management procedures for monitoring the implementation of policies and the quality of provision are good. This is reflected in the fact that most of the issues identified by the school in this report are already included in the school's plans for development. Effective systems have been developed in English, mathematics and science for checking how well pupils are doing. Good use is made of the information to plan strategies in order to address any weaknesses. However, there are no whole school systems in other subjects to gather together information about what pupils know, understand and can do to improve standards.
68. The School Development Plan has been improved since the previous inspection. It is based upon a thorough review of the strengths and weaknesses in the school's performance and focused upon the raising of standards. All staff and governors have had the opportunity to contribute ideas. It now includes effective systems for monitoring, reviewing and evaluating the progress made towards targets. The priorities in the plan are linked to specific targets that have deadlines for completion and criteria by which to measure success. The allocation of responsibilities for taking the necessary action is clear.
69. Arrangements for the professional development of staff are good and take due account of teachers' personal needs and the objectives identified in the school's development plan. Aspects for development are discussed during the performance management process. Non-teaching staff are also appraised. There are good procedures for the induction of staff new to the school. They ensure that they are fully briefed on routines, curriculum planning and resources.
70. The governors are aware of the need to obtain value for money on all purchases, bearing in mind the school's extremely low *carry forward* budget. They follow agreed procedures to ensure they get the best deal for the school. Financial planning and management are good. The office manager ensures that procedures are followed and provides good support to the headteacher in the day-to-day running of the school. There are clear systems in place for ordering materials and handling monies. The school receives an additional grant for being a small school and uses the funds well to increase the number of staff.
71. The management of special educational needs is good. The school's approach is well organised and designated funds, supplemented from the school's own budget, are used well. Classroom assistants work hard and provide effective support. All teachers work closely with the co-ordinator who ensures that they are made aware of all procedures. During the inspection excellent support was given to a child with physical disabilities by a classroom assistant to help her to make progress. Parents are kept well informed and invited to all reviews. Good records are kept. There is a governor designated as a responsible person who oversees this aspect. Pupils who speak English as an additional language are receiving good support.

72. The school benefits from a staff with a range of experience and length of service. They work very well together as a team. There is a sufficient number of teaching staff and support staff who are suitably qualified and experienced to meet the demands of the National Curriculum and the Foundation Stage. Classroom assistants and lunchtime welfare assistants support teachers effectively and ensure the well being of the pupils.
73. The internal accommodation provides a satisfactory environment for learning to take place but is in need of re-painting. One of the cloakroom areas is bleak and is in stark contrast to the rest of the school. The caretaker and cleaners keep the school very clean. The playground as at the time of the previous inspection is in need of repair as are flags near the school entrance. There are no quiet areas where pupils can sit and talk with their friends. The school does not have a separate and safe outdoor play area for children in the Foundation Stage. A major area of concern, but beyond the direct remit of the governors is the lack of suitable signs on the road outside the school warning drivers of the school's existence. The school is well aware of all the above issues and has plans in place to deal with them.
74. Resources have improved significantly since the last inspection. They are now satisfactory in most subjects and used well. However, the large physical education apparatus in the school hall is old and worn and some of the classroom computers are out of date and in need of replacement. Library resources have been improved but are lacking in quantity. Books are not well organised both in classrooms and the school library. The school is already seeking advice from the library service in order to improve provision.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

75. In order to continue the programme of school improvement, the governors, headteacher and staff should:

- (1) Ensure systems are put in place to track pupils' progress in subjects other than English, mathematics and science and that this information is used to inform changes to the curriculum and to decide the next steps in pupils' learning;
(Paragraphs 55,67,119,126,132,136 and 141)
- (2) Improve facilities for structured outdoor play by providing a specifically designated play area for nursery and reception children;
(Paragraphs 1,24,73,78 and 83)
- (3) Ensure that the written comments made by teachers when marking work make clear to pupils what they need to do next to improve it.
(Paragraphs 29,86,102,109 and 120)

In drawing up their action plan, the governors, headteacher and staff may wish to consider the following minor issues:

- (1) Ensure that the library is better organised and stocked with more books;
(Paragraphs 74 and 86)
- (2) Develop further the provision for pupils' cultural development;
(Paragraphs 42 and 115)
- (3) Continue to press for school warning signs to be located on the road;
(Paragraphs 46 and 73)
- (4) Improve resources in ICT and physical education.
(Paragraphs 74,110,131 and 141)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	40
Number of discussions with staff, governors, other adults and pupils	30

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	12	18	9	1	0	0
Percentage	0	30	45	23	3	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	9	178
Number of full-time pupils known to be eligible for free school meals	0	41

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	2	23

English as an additional language	No of pupils
Number of pupils with English as an additional language	4

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	6.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	12	5	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	88 (86)	88 (79)	94 (89)
	National	84 (86)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	88 (82)	94 (89)	88 (86)
	National	85 (85)	89 (89)	89 (89)

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

** The number of girls and boys as individual groups is small so their results have been omitted from the table. The results of the group as a whole (girls and boys together) have been included.*

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	11	15	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	11
	Girls	14	14	15
	Total	22	23	26
Percentage of pupils at NC level 4 or above	School	85 (89)	88 (89)	100 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	8	9	9
	Girls	11	13	15
	Total	19	22	24
Percentage of pupils at NC level 4 or above	School	73 (65)	85 (84)	92 (92)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
120	1	0
6	0	0
10	0	0
4	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
4	0	0
15	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
15	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	117

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	N/A
Total number of education support staff	2
Total aggregate hours worked per week	47
Number of pupils per FTE adult	8

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	491,307
Total expenditure	517,172
Expenditure per pupil	3,007
Balance brought forward from previous year	28,012
Balance carried forward to next year	2,147

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	187
Number of questionnaires returned	37

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	38	0	0	0
My child is making good progress in school.	68	30	3	0	0
Behaviour in the school is good.	41	59	0	0	0
My child gets the right amount of work to do at home.	46	51	0	0	0
The teaching is good.	78	22	0	0	0
I am kept well informed about how my child is getting on.	51	46	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	70	30	0	0	0
The school works closely with parents.	46	54	0	0	0
The school is well led and managed.	57	43	0	0	0
The school is helping my child become mature and responsible.	73	27	0	0	0
The school provides an interesting range of activities outside lessons.	43	41	0	0	0

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

76. Since the previous inspection, the school has greatly improved its pre-school provision by establishing a well organised nursery class. Children start nursery in the term after their third birthday. They move into the reception class in the September of the school year in which they become five years old. Induction arrangements are satisfactory. Pre-admission visits allow parents and children to find out about school before they start. Currently there are 17 part-time children in nursery and 27 full time pupils on roll in the reception class.
77. Whilst there is a very wide range, children's attainment on entry to school is typical for their age. Children achieve well in the foundation stage due to good teaching and a rich and varied curriculum. Children are on line to reach the expected standards, (early learning goals) in each area of learning, by the time they start in Year 1. In the area of communication, language and literacy and mathematics a small group of children have already reached the early learning goals and are beginning to work on the National Curriculum. Children with special educational needs are identified promptly and receive good support. They make good progress along side their peers. There are no children who are at an early stage of learning English as an additional language.
78. Since the previous inspection, the overall quality of teaching and learning has improved from satisfactory to good. All staff used their secure knowledge and understanding to plan interesting practical experiences to meet children's needs in each area of learning. Relationships are very good and staff establish a calm and secure working atmosphere where children grow in confidence and learn as well as they can. Teaching of key skills in communication, language and literacy and in mathematics is enhanced by increasing use of the National Literacy and National Numeracy Strategies over the reception year, and is now good. Teachers carry out assessments by observing children at work. These are used to track progress, to group children and to set individual targets in communication, language and literacy and mathematics, which are shared with parents. The school is preparing to adopt the national pupil profile for Foundation Stage children. Whilst staff make the best use of the school grounds as a learning resource facilities for structured outdoor play are limited, and there is not a specifically designated play area for reception and nursery children.

Personal, social and emotional development

79. Children in nursery are becoming confident to select an activity and to concentrate for a reasonable length of time. They are aware of the well-established routines and recognise boundaries set. They enjoy co-operating with others in ring games like *The Farmer's in his Den*, happily choosing or being chosen to enter the circle. Many children in the reception class are keen to take the lead, for instance in demonstrating to the class. They are enthusiastic to be class helpers, for example, at snack time. Children work co-operatively in groups as in a physical education lesson, and are well aware and mindful of the teacher's expectations. All have gained some knowledge of life beyond home and school through *the magic carpet ride* to find out about celebrations across the world. Through this study of celebrations of light from *Hanukkah* and *Divali* to *St Lucia*, they are developing greater awareness, interest and enjoyment in cultural differences. Teaching and learning are good. All staff establish

clear rules and routines so that children know what is expected and try hard to please. They provide suitable opportunities for children to become independent and to take on minor responsibilities in class. Relationships are strong and caring and all adults use praise effectively to build self-esteem. Prayer time with a lighted candle helps children reflect on their own identity.

Communication, language and literacy

80. Children in nursery and reception enjoy listening to stories and are developing positive attitudes to books. Nursery children listen with increasing attention and recall. They are becoming confident in making guesses from picture clues. They use simple statements often linked to gestures in response to the teacher's questions. Reception children join in class discussions enthusiastically. They talk to some purpose, for instance when retelling a favourite story with book and felt characters. Most children have a secure knowledge of letters and their sounds and can identify the initial sound in a word. Almost all can hear a sound such as ee in the middle of a word and higher attainers are beginning to realise that the same sound can be spelt in different ways as ea or ee. Children use their knowledge of sounds together with picture clues to read unfamiliar words. Almost all identify some of the features of information books and higher attainers have sound concepts of the use of the contents page. Most children make reasonable attempts at spelling using their knowledge of letter sounds, but many mix upper and lower case letters as they write. They are learning to join letters in practice but do not use this skill in their own writing. Teaching and learning are good. Work is carefully planned with specific learning outcomes so that children of differing attainment all achieve as well as they can. Basic skills of letters and their sounds are taught effectively through practical and enjoyable activities. Cross-curricular links through topic work encourage children to use their emerging skills purposefully when looking at an information book. Occasionally, when children are expected to sit for too long they become restless and the pace of learning slows. In group sessions, a few pupils find it difficult to work independently and lose concentration when the teacher is focusing on another group.

Mathematical development

81. Nursery children are familiar with numerals and frequently practise counting in their play. They enjoy reciting number rhymes together. Many count along to five with the teacher as she points to objects one by one. Almost all children recognise and name numerals correctly and count accurately to ten. Several are confident well beyond this. With help, they count in tens on a hundred square. Most carry out addition by combining two groups or by counting on along the number line. Children recognise and name some common three-dimensional shapes like cones and pyramids. Almost all can tell the difference between flat and curved surfaces and many can say whether a shape will roll or slide down a slope. Higher attainers are beginning to explain this with reference to flat or curved surfaces. Teaching and learning are very good. Teachers use their secure knowledge and understanding of the needs of young children to plan interesting firsthand experiences which promote sound understanding and motivate children to learn. They provide clear practical and lively demonstrations, which show children how to succeed. Resources are well organised so that all can participate fully. Support staff are well informed and deployed. They make a very good contribution to children's learning. Plenary sessions at the end of lessons are used successfully to consolidate the concepts.

Knowledge and understanding of the world

82. Nursery and reception children show great interest and curiosity in exploring the wide range of exciting opportunities offered. Nursery children watch with delight as their bubbles float through the air, and wonder at the colour reflected. They carefully taste jelly when investigating texture and flavour at snack time. All enjoy using and exploring information and communication technology. As they move through the foundation stage, children become increasingly confident at using the computer for a greater and greater range of tasks. Reception children are very interested in growing things. They look closely at the shoots growing from the beans they have planted and ask their own questions about those which have not yet started to grow. They are aware of pattern and change in nature through studying the life cycle of the butterfly and through collecting and observing minibeasts. In religious education lessons and in topic work they are beginning to know about their own culture and beliefs and those of others. Teaching and learning are good. Staff make effective use of the school grounds for instance when organising a mini-beast hunt to develop children's sense of wonder, and extend their knowledge of the natural world. A wide variety of visits, for example to Nottingham Castle and to a farm, promote learning successfully.

Physical development

83. Nursery and reception children have daily access to an outside area. However, facilities are limited. The physical area lacks stimulation, boundaries are unclear and the playground surface uneven. Nevertheless, children move freely with increasing sense of space and of others. Reception children are becoming skilful in control and co-ordination. They hop, jump and run changing directions and following the teacher's instructions with confidence. Most are beginning to control large and small balls to aim at a variety of targets. They manipulate construction toys to fulfil their own ideas. Teaching and learning are good. Staff make clear their high expectations of behaviour and establish safety rules for physical education lessons. Resources are carefully prepared so that no time is wasted and groups are efficiently organised so that children can experience five or six activities during the session. Whilst the teacher provides clear demonstrations herself, there are not enough opportunities for children to demonstrate good practice to each other.

Creative development

84. Children experience a wide range of creative media. They explore colour, pattern and texture in their individual work like their dream catchers as well as in large collaborative efforts like the class weaving. They paint with fingers and with brushes to gain different effects and are inspired by, for instance, *Aboriginal Art*, or the work of *Monet*. Children develop their imagination when engaged in role play in the *Giant's House*. They use the props provided to extend their ideas as when planning a menu of *gigantic meals*. Children explore the sounds of different percussion with gusto at the music table and higher attainers are beginning to follow a simple score. Teaching and learning are good. Imaginative play areas are particularly well equipped and attractively prepared to stimulate children's interest. Teachers plan clearly focused activities so that children develop skills progressively over time. Staff provide reassuring feedback to promote confidence and encourage children to explore media for themselves. Children's work is valued and attractively displayed to promote self-esteem.

ENGLISH

85. Pupils achieve well by the time they leave. Four years ago when the current Year 6 class was in Year 2, attainment in English was well below the attainment found in most schools. Inspection evidence shows that standards are now in line with those expected nationally, with about 30 per cent of the class achieving a higher standard. This represents good progress over time. There are a number of reasons for this improvement. Teachers have introduced the National Literacy Strategy successfully. They teach basic skills well and provide suitable opportunities for pupils to use these skills in other subjects. In addition, they provide work at the right level by teaching pupils in classes formed on the basis of prior attainment. There are less than 15 pupils in the current Year 2 age group so any comparisons with national averages need to be treated with care. Inspection evidence shows that most pupils are working at the expected level, with about 25 per cent performing at a higher level. Special educational needs pupils make good progress and benefit greatly from the individual attention they receive in phonological awareness training, additional literacy support and further literacy support sessions. The small number of pupils who speak English as an additional language make good progress and do not need additional support.
86. The previous inspection found that teachers when marking pupils work did not always provide useful written comments to pupils on how they might improve. Inspection evidence shows that this issue has still not been addressed fully. While there are some good examples of helpful comments in some classes, in others they are non-existent or confined to statements such as *'This is not enough.'* However, other assessment procedures have improved significantly and good use is being made of the information to plan future work in order to address any weaknesses. Moreover, pupils are now involved in setting their own suitable targets for improvement. One child has set, *'I will make my writing neater'* as one of his/her objectives. However, the library is not well organised for research activities and few classrooms have an attractive reading area to attract pupils and encourage them to read more. Pupils now make satisfactory use of their word processing skills in the subject.
87. The school places a very good emphasis on developing speaking and listening skills in Years 1 to 6 and pupils make good progress in this aspect. Standards are above those found in the majority of schools by the end of Years 2 and 6.
88. By the age of seven, most pupils explain themselves clearly, for example, when describing a book they have read or a piece of work they have just completed. They participate well in question and answer sessions. In Years 3 to 6 pupils develop increasing fluency in speaking and accuracy in their choice of vocabulary. By the age of eleven, most are confident conversationalists. They quickly pick up new words and often use good phrases to describe and explain. For example, in a lesson based on the book *Kensuke's Kingdom*, pupils in Year 6 used a range of words and descriptive phrases to describe various characters. One pupil summed up the book succinctly by describing it as *an exciting adventure of friendship and betrayal*. Pupils are given good opportunities in other subjects to discuss and respond during lessons. Individuals spoke very well during a geography lesson when they were reporting back to the rest of the class their research findings about ways of improving road safety outside school.
89. Standards in reading are above average by the end of Years 2 and 6. By the age of seven, most pupils achieve at least the expected national curriculum level. The majority have acquired a good knowledge of how to read unfamiliar words by sounding them out. Other strategies such as using picture clues or making sense of

words by looking at the rest of the sentence are also used well. Pupils are able to talk articulately about plot and character and setting. For example, one pupil responded with *plot is what happens in the story, setting is where the story takes place*. Higher attainers read aloud with confidence and good expression. They identify the main characters and events in their favourite books and speculate as to what might happen if the plot was changed. Pupils take books home regularly and parents hear their children read. This has a very positive effect on standards and progress.

90. By the age of eleven, most pupils read a range of texts with a very good degree of fluency and expression. Pupils are enthusiastic readers. Higher attainers express a preference for different authors and choose books because of particular interest, such as adventure stories. One pupil having enjoyed a class reading book written by Michael Morpurgo had made a point of borrowing another one from a friend because he *liked the author's style of writing*. Pupils make successful deductions and inferences from their reading. Younger pupils use the contents page well to find information from non-fiction books.
91. Overall standards in writing in Years 2 to 6 are average. By the end of Year 2, most pupils write in a range of styles for a variety of purposes. They are taught to form letters correctly and develop a style that is legible and well presented. Most Year 2 pupils know how to use capital letters and full stops correctly. Higher attainers include speech and explanation marks in their writing. Pupils are encouraged to write. For example, one Year 2 pupil's book review included the comment, *'I like this book because the pictures are drawn well.'* There are some good examples of poetry, such as, *It's sunny, it's sunny so what shall we do? I could put on my tea shirt and my shorts too.'*
92. By the end of Year 6, higher attainers produce work of good quality. This is typified by well-organised writing with paragraphs and imaginative vocabulary to capture the readers' imagination. A pupil's country park leaflet included the statement, *You fought for a park. Don't spoil it!* A poem about fire included the verse, *Fire is powerful, fire is strong. Fire is the Holy Spirit, fire gives life*. In Year 5 well presented anthologies of poetry include *simile poems* and also ones with *alphabetical alliteration*. Most pupils punctuate sentences correctly and write in a clear legible style.
93. Pupils have access to ICT equipment including laptops and present their work in varied font and format. Writing is used soundly in other subjects. For example, one pupil found out information about the blue whale and wrote *A blue whale has not got any teeth*. In music pupils use their writing skills well to write up their research findings about the life of a famous composer. Pupils make good use of their writing skills in history topic work.
94. The quality of teaching and learning is good overall in Years 1 to 6. As a result of the good teaching pupils' receive most pupils are eager to learn, stay on task and show good levels of concentration. All teachers have a good understanding of how to teach the basic skills of reading and writing. They plan conscientiously following the recommendations of the National Literacy Strategy. Most teachers ensure that tasks are interesting and are matched to pupils' prior attainment. They share the learning objectives with the class so that pupils understand very clearly what new skills they are going to learn and what work they are expected to do. Throughout the school the teaching of basic skills is given a high priority. Where teaching is not as strong, classroom control is not firm enough and pupils are allowed to shout out answers. Classroom support assistants provide valuable help.

95. The subject is co-ordinated well. Teachers have been observed in the classroom and a scrutiny of work undertaken. Assessment procedures are good and the information gathered is used effectively to set targets. Resources are adequate overall.

MATHEMATICS

96. The standards attained by the pupils currently in Years 2 and 6 are similar to those found in most schools. In Year 6, there is evidence that seventy five per cent of the pupils work at the expected level and thirty per cent work above that level. In Year 2, most of the pupils are attaining the expected level and about thirty per cent are working at a higher level. The target set for Year 6 pupils in 2003 is suitably challenging and on the basis of work seen, the school is likely to exceed it. Pupils are achieving well especially when you take into consideration the results they attained in the Year 2 National Curriculum tests in 1999, which were well below the national average. Teachers have high expectations and pupils' achievement throughout the school and all pupils achieve well. The small number of pupils for whom English is an additional language do as well as other pupils.
97. Since the last inspection the quality of learning in mathematics has improved significantly. The school has successfully introduced the National Numeracy Strategy and uses the framework well to ensure that learning is continuous throughout the school. The previous inspection found that there was a lack of challenging tasks for higher attainers. This is not the case now. There are good assessment procedures in place and teachers use the information well to plan lessons that build securely on what pupils already know, understand and can do. The school also undertakes an analysis of pupils' strengths and weaknesses in national and school based tests, and takes effective action to address areas of low score. In addition, all pupils are now grouped in classes based upon their prior attainment. As a result, pupils are provided with work that matches their ability. This ensures that pupils with special educational needs are able to make good progress because the work is suitable challenging.
98. Pupils in Year 2 recognise, count and accurately order numbers up to 100. They double simple numbers confidently, add and subtract to 20 and round numbers up or down to the nearest 10. In other aspects of the subject, they recognise, name and describe the main features of a variety of two- and three-dimensional shapes. Higher attainers are able to apply their knowledge of number to work out simple problems such as *Jill bought two tickets for a fairground ride at 16p each. How much did she have to pay altogether?*
99. By the end of Year 6, number skills are similar to those found in most schools. Teachers ensure that pupils develop good mental agility through daily practice of number facts, for example, multiplication tables. Throughout the school, teachers challenge pupils to explain the processes they have used when answering mathematical questions. This is successful and by Year 6, pupils of average and above average attainment demonstrate a satisfactory ability to manipulate numbers. They use a range of strategies accurately such as partitioning numbers and to work out the numbers in a bracket first; for example $45 \times 200 = (45 \times 2) \times 100 = 90 \times 100 = 9,000$. Pupils correctly change simple fractions into equivalent forms such as $\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{4}{16}$. Lower attaining pupils in Year 6 have a sound grasp of multiplication facts and can use them well when faced with problems expressed in words such as *A fairground ride holds 24 people. How many will get a go if it runs 8 times?* They have learned to find the answer by repeated doubling: - 1-24, 2-48, 4-96 and 8-192. The more able pupils successfully work problems involving money and percentages. For example, they work out what you would pay for a computer priced

at £1,150 but reduced by 10% in a sale. Throughout the school, there is no significant difference between the results of boys and girls.

100. At the time of the previous inspection pupils were not making sufficient use of their numeracy skills in science and geography. This has been addressed and satisfactory opportunities are now being provided for pupils to use their number skills in other subjects. Time lines are used in history, accurate measurements are taken in science to find out how much air there is in soil and in geography pupils in Year 6 undertake a traffic survey. However, teachers do not make sufficient use of computers during mathematics lessons to effectively extend and consolidate pupils learning.
101. The quality of teaching is good overall throughout the school. Most teachers have a good understanding of mathematics and high expectations. Planning sets out clearly what is to be learnt by the end of the lesson, and these expectations are shared with pupils, giving purpose to their learning. Teachers plan tasks that build carefully on previous work and as a result pupils learn in a consistent way and with a good degree of confidence. Most teachers manage pupils well, resulting in few interruptions, so that lessons continue at a good pace and no time is lost. They make good use of resources to deepen pupils' understanding and improve the quality of learning. For example, white boards and number cards are used well by some teachers to ensure all pupils are involved in the work and can contribute an answer.
102. Pupils' work is marked conscientiously but teachers' written comments are mostly of a supportive nature and do not help pupils improve the standard of their work. Homework is set on a regular basis and is making a valuable contribution to pupils' achievements.
103. The co-ordinator provides good support for her colleagues and manages the subject effectively. She has monitored and evaluated pupils' work with the numeracy governor and has had the opportunity to observe the quality of teaching and learning in some classes. Assessment procedures are good and the information is being analysed to identify strengths and weaknesses. As a result, the school uses the information to plan new work to address any issues and to set increasingly challenging targets for pupils. There have been good improvements since the last inspection enabling pupils to make good progress. Resources are satisfactory overall. The school is well placed to continue to improve both provision for mathematics and pupils' attainment in the subject.

SCIENCE

104. At the time of the previous inspection, standards were judged to be close to the national average in Year 2 and below the national average in Year 6. Standards were held down by below average investigative work. Current standards in Year 2 and Year 6 are similar to those found in most schools. This overall improvement since the last inspection has been brought about by increased attention to investigative work and better teaching.
105. In statutory teacher assessments in Year 2 in 2002, standards were below average at the expected level but above average at the higher level. In Year 6 standards rose steadily from 2000 to 2003 resulting in an outstanding performance in National Curriculum tests in 2003 when the school's standards were seen to be very high. All of the pupils reached at least the expected level and 50 per cent reached the higher level.

106. Due to the different nature of the year group, attainment in Year 6 is presently not as high as last year. However teachers' records over Years 3 to 6 show that these pupils have made good progress from their overall well below average standards in Year 2 in 1999. Pupils with special educational needs are supported effectively in class and make good progress alongside their peers. There are no pupils at an early stage of learning English as an additional language.
107. Pupils throughout the school use their investigative skills well to find out about living things, materials and physical processes. In Year 2, pupils have sound knowledge of factors like exercise and diet associated with good health. They plan a healthy meal with thought and classify food by composition, like protein, sugar, and starch. Higher attainers recognise the need for medicines, and their dangers as well as their benefits. Almost all pupils sort materials effectively by criteria such as natural or manmade and link raw material like sheep's wool with a finished product like a woolly jumper. When investigating changes in materials pupils carefully observe how boiling water turns into steam and condenses back to water when cooled. They make sensible predictions on what will happen to a jelly as it cools. Higher attainers are just beginning to realise that some changes are reversible but others are not. Almost all Year 2 pupils know that gravity is a force as a result of their investigations into pushing and pulling. When testing whether the height or a ramp affects the distance a toy car travels, pupils measure carefully in centimetres and record their results in tables. Higher attainers see a simple pattern in their results and draw a relevant conclusion.
108. Pupils in Year 6 show good knowledge of all the programmes of study in their detailed revision this term. For instance they identify the position of some of the major organs of the human body and accurately describe the functions of the heart and circulatory system. Pupils have a good awareness of the different ways of mixing or separating liquids and solids. They correctly use subject specific vocabulary like *saturated solution* and *solvent*. In their current work, they display growing independence in tackling problems. Pupils confidently select their own resources from a given list, to investigate whether adding paperclips to a spinner will affect how quickly it falls. Almost all plan and carry out investigations well based on their own hypothesis. Pupils consider principles of fair testing and know that they need to repeat tests to ensure reliability. They record their results accurately in line graphs and interpret the trends drawing sound conclusions. Using their earlier experiences together with work in the lesson pupils were able to conclude that air resistance slows moving objects and acts in the opposite direction to weight.
109. The quality of teaching and learning is good overall. Teachers plan lessons with clear objectives that focus on skills to be learnt. They use questions effectively to encourage pupils to solve problems. For instance in a Year 3 / 4 class, the teacher introduced the lesson with the question *Have all magnets got the same strength?* This encouraged discussion and led pupils to devising ways of finding out. Teachers expect pupils to think for themselves, for instance, when setting up a fair test. Teachers use subject specific vocabulary so that pupils learn how to describe and discuss their work. Concepts are reinforced in interesting practical ways. For instance, in a Year 1 / 2 lesson investigating change, a range of experiences were provided from observing changes in water to steam, to making jelly and exploring changes in clay. Classroom management based on positive relationship is almost always good. However, in the only unsatisfactory lesson observed the strategies used were ineffective in keeping pupils on task. Teachers check pupils' work in books regularly but marking is inconsistent in telling pupils how to improve. In class, good

support is provided in small group work for lower attainers and pupils with special educational needs.

110. Management of the subject is good. The curriculum co-ordinator has been responsible for the effective reorganisation and development of the curriculum. Analysis of National Curriculum test results gives a clear overview of standards and highlights areas for development. Assessment systems are good and information gained usually supports teachers' planning. There are good cross-curricular links with mathematics and literacy. Whilst there are some links with ICT, these are not fully developed, for instance, in the use of sensors to take and display measurements as an integral part of investigative work. However, the school makes good use of visits to the Kingswood Centre where older pupils benefit from using ICT equipment not yet available in school. The quality and quantity of resources have improved since the previous inspection and are now satisfactory. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development especially in opportunities to explore the natural world and to collaborate in groups.

ART AND DESIGN AND DESIGN AND TECHNOLOGY

111. During the inspection it was possible to observe only one lesson in each subject and so no judgements can be made about the overall quality of teaching. Work was scrutinised in classrooms, pupils' sketchbooks and around the school, and discussions were held with staff and the co-ordinators for design and technology. By the end of Years 2 and 6, pupils attain at the levels expected for their age in art and design. There was insufficient evidence to make a judgement about standards in design and technology by the end of Year 2 but pupils in Year 6 achieve standards similar to those found in most schools. All pupils, including those with special educational needs and who speak English as an additional language make satisfactory progress in both subjects. These findings are broadly similar to the judgements made at the time of the previous inspection with regards to design and technology. However, the school has not maintained the above average standards in art and design noted in the last report.
112. The art and design lesson observed during the inspection was taught very well. The very good teaching was supported by being planned in small stages over a number of weeks. This was effective, enabling pupils to gain confidence as they systematically acquired new knowledge and developed skills. For example, pupils experimented with paint mixing techniques, developing tones and shades to produce a background for their landscapes. Very good demonstration focused on small detail. As a result, pupils learnt to add very small amounts of black and white paint to green in order to create the desired effect. Pupils responded well, taking painstaking care, and producing paintings of a good quality. The teachers' very good behaviour management resulted in a very positive, industrious working environment in which pupils concentrated well and persevered for long periods of time.
113. The evidence from pupils' work indicates that by the end of Year 2, pupils have experienced working with a satisfactory range of media and techniques. They learn how to mix paints to make another colour. Teachers often make good links with other subjects. For example, during a science lesson a parent helper worked very well with a group of pupils from a Year 1 / 2 classes making clay pots. These are to be fired to show that changes take place when some materials are heated. The parent was very well briefed by the class teacher. For example, she had been provided with a list of key questions to ask the pupils such as *How do you think the clay will change when it*

is heated in the kiln? As a result the pupils made good progress developing their artistic and scientific skills and knowledge.

114. A sound feature of the teaching is the way teachers promote the work of famous artists. For example, using computers, pupils have produced their own effective pictures in the style of Piet Mondrian. Teachers make satisfactory use of sketchbooks to show pupils' progress over time. However, work is rarely marked or annotated to enable pupils to improve the quality of their work.
115. Some of the activities increase pupils' learning about other cultures. For example, Years 5 and 6 visited the Castle Museum and learnt about African art. They have designed and painted their own death masks but there is no evidence of pupils trying out for themselves some of the techniques favoured by famous artists from a variety of cultures.
116. Evidence from teachers' planning and pupils workbooks shows that by the end of Year 2, pupils have experienced planning and making a range of products. For example, pupils in the Year 1/2 Classes have designed a trolley. They have labelled their plans to include a chassis, wheels and axles.
117. The quality of teaching was very good in the design and technology lesson observed in a Year 3/4 class. The teacher had planned work that carefully builds up the design process, so that pupils examine a range of options before they begin work. For example, prior to designing and making money containers, pupils looked closely at different purses to decide purpose and methods of closing. This effectively focuses pupils more closely on their own work, enabling them to produce items which fit the design specification more closely.
118. Teachers ensure that pupils learn new skills in a consistent way. For example, teaching how to sew running and back stitches before making purses. However, because teachers do not routinely expect pupils to include measurements on designs, opportunities are missed to apply numeracy skills and there is little evidence of pupils making use of control technology for working models. The subject contributes to pupils' social education since tasks frequently require them to work in groups.
119. There is currently no co-ordinator for art and design and this adversely affects developments in the subject. In both subjects detailed guidance takes good account of the most recent national guidance and enables all aspects to be taught. The co-ordinators for design and technology monitor planning but have not yet evaluated the quality of teaching and learning. They provide good support on a day-to-day basis for teachers and ensure that the activities they have planned are resourced well. There is no whole school approach to the assessment and recording of pupils' progress in either subject. Resources are satisfactory.

GEOGRAPHY AND HISTORY

120. Standards of attainment in both subjects are similar to those found in most schools by the end of Years 2 and 6. These findings are similar to those made at the time of the previous inspection. Very few lessons were seen in both subjects so no overall judgements can be made about the quality of teaching. However, evidence from pupils' exercise books shows that teachers' marking of work in some classes does not give pupils sufficient guidance on how they might improve.
121. Both subjects contribute well to the development of spoken and written English and soundly to the application of mathematical skills. Many opportunities are provided for pupils to discuss their ideas. In Years 1 and 2 pupils share their ideas about what things are the same or different with regard to holidays now and those taken by Victorian families. As part of a study of the life of Samuel Pepys they write their own extract to add to his diary, *This morning I woke up and saw flames.* Good use is occasionally made of the resources available in ICT. For example, in Year 6, pupils used the laptops to word process letters to the city council about safety issues with regards to the road outside school. Pupils' numeracy skills are used well to produce graphs to show the most and least popular holiday resorts.
122. Pupils in Years 1 and 2, including those with special needs, make satisfactory progress in geography and history. In geography pupils are introduced to physical and human aspects within the locality. They compare features in Nottingham with those on the Isle of Struay. In a *seaside topic* they write their own postcards saying why they enjoy their holidays. In history the same topic is used effectively to introduce pupils to what holidays were like in Victorian times. In a study of the life of Florence Nightingale writing skills are used well. For example, one child in her/his writing showed an appreciation of conditions at that time, *I saw rats all over the floor in the hospital when Florence arrived.*
123. A work survey and conversations with a group of pupils in Year 6 indicate satisfactory levels of skills, knowledge and understanding in both subjects. Local studies are undertaken which enhance the quality of learning by making it more meaningful. Pupils have, for example, considered aspects of safety on the road outside school and made suggestions for improvement through letters to the local council. Visits to the local precinct prompted work on the environment with regard to the problems of graffiti. A study in history of Victorian Britain included some good use of the internet to research the life of Queen Victoria. Pupils in Years 3 and 4 are able to use maps to interpret information and create their own maps using geographical symbols. Good use is made of a visit to the Castle museum to look at life in ancient Egypt. Older pupils in a study of the ancient Greeks make good use of their writing skills to compile newspaper reports about how the Athenians defeated the Persians. They produce project books of good quality that describe life in post war England. There are well written accounts, for example, of the work done by William Beveridge to improve conditions after the war.
124. Pupils throughout the school show good levels of interest in their geographical and historical topics. They are eager to discuss their work with visitors. This was very apparent in one Year 3/4 class when pupils explained very clearly what certain map symbols meant and were keen to point them out on an ordinance survey map. Relationships are very good. Standards of presentation in pupils' books in most classes show a pride in their work. There is no significant difference in the attainment of boys and girls. Pupils with special educational needs and the small number of

pupils who speak English as an additional language are fully included in all activities and make satisfactory progress.

125. In the lessons seen teaching was of a good quality overall. Teachers made lessons interesting and allowed pupils time to discuss their work. The work set was challenging and helped pupils of all attainment levels to improve their knowledge. Some very good teaching was seen in one Year 3/4 class with pupils being challenged to use maps to identify symbols and say what they meant. This work included explaining the difference between the symbol for a church with a spire and one with a tower.
126. Both subjects are co-ordinated very well by a teacher who is enthusiastic, knowledgeable. She has concerned herself with maximising the range and quality of resources available and the lack of history resources identified in the previous report in Years 1 and 2 has been addressed fully. Her effectiveness as a co-ordinator is improved by being given the opportunity to monitor the quality of teaching and learning. As a result, teachers are given help, when necessary to further improve the quality of the curriculum. New guidelines for the teaching of both subjects are based on national recommendations and provide for the progressive development of knowledge, skills and understanding in both subjects. This is an improvement made since the previous inspection when in both subjects teachers were not given sufficient written guidance. However, there is no formal system of assessment in place for either subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. Standards in ICT in Years 2 and 6 are similar to those found in most schools. By the end of Year 6, pupils have particularly well developed word-processing skills.
128. Since the last inspection, staff expertise has been considerably enhanced by national training. School resources have been improved by the acquisition of a set of laptop computers which are passed around the classes and enable all pupils to have regular and frequent hands-on experience. These factors contribute to the pupils' overall good achievement. Pupils with special educational needs make good progress in developing their ICT skills. Good use is made of a range of programs to promote and consolidate their learning in English and mathematics.
129. Pupils in Year 2 become increasingly aware of the wide use of computers and especially how control of them can support their learning. They enter, save and retrieve their work confidently. With help, frequently from older pupils, they copy and edit their own writing, as when composing a prayer. Higher attainers consider the appearance of their work and add decoration and pictures with a degree of independence. Most pupils give simple directions to a programmable toy to move forwards and backwards or in full, half or quarter turns, but not all are confident in describing the outcomes. In two pupils input data to produce tables and block graphs to aid comparison when studying seaside resorts. Pupils in Year 6 practise and hone their ICT in many subjects across the curriculum. In design and technology, for instance, they use a graphics program to model ideas and check their finished product when making a model vehicle to specific criteria. In mathematics, they use formulae, as when calculating the area or perimeter of a rectangle. They handle data carefully when checking spreadsheets to compare temperatures in London and Aberdeen and present their findings in a line graph. Most are competent when interrogating the internet. Pupils' word-processing work is of a good standard. With varying degrees of help, they use these skills to write an effective letter of

complaint. Most chose an eye-catching letter heading and suitable font, and cut and paste pictures from disk to enliven the text.

130. No judgement of teaching in Years 1 and 2 is made because no ICT lessons were taught during the inspection. In Years 3 to 6, teaching and learning are good. Almost all teachers are confident and secure in their knowledge and understanding of the subject. As a result they plan clearly focused lessons which successfully promote the development of skills. Teachers manage pupils successfully with praise and encouragement so that confidence is raised and pupils learn to be independent in their use of equipment. Occasionally the pace of lessons slows when instructions are unclear and pupils are not sure what is expected of them.
131. Resources like class projectors, laptops, and the high quality printer in the library are used purposefully to support learning. In some classrooms, however, there are still some outdated computers, and more and varied programs are needed. Whilst the school provides adequately for all programmes of study through its use of Kingswood Centre, pupils do not benefit from opportunities to sense physical data or produce their own video presentation with music and photographs throughout the year.
132. Management of the subject is good. The curriculum co-ordinator has a good understanding of the school's performance and has prepared a detailed plan for further development. Good links are forged with governors. Assessment procedures are in place but except in Years 5 and 6, are not used consistently to inform the next steps in learning. There are particularly good links with English in the development of word-processing skills to enable pupils to improve their writing. Links with mathematics are effective in developing skills of handling data and presenting information but more use could be made of suitable programs during lessons to support pupils' learning. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development especially in the opportunities created for pupils to share ideas and equipment.

MUSIC

133. No overall judgement can be made about standards in music because most of the lessons seen focussed on singing and only one lesson included other aspects of the subject. However, teacher's planning does show that all aspects are covered during the year. A strong feature of the subject is the good quality of singing during assemblies. Well-chosen hymns inspire pupils to sing well.
134. In most classes the subject is taught in two thirty-minute periods. This method of organisation is not always successful in that teachers do not have the time to cover in any depth what they want to do. With the second lesson being sometimes two days later there is the potential for valuable time to be lost revisiting aspects of the previous lesson that pupils have forgotten.
135. Pupils in Year 1 and 2 sing confidently and build a repertoire of lively songs. There are satisfactory opportunities for pupils to listen to music of different styles. In Years 5 and 6 pupils demonstrated increased control of sound as they recreated the noise of a gymnasium. They made improvements to their own group work. All pupils participate in music making with great enthusiasm and concentration. For example, in a Year 3/4 lesson they successfully maintained their own part in a *partner style* song. In all the lesson seen teaching was satisfactory. Pupils sing well and with enthusiasm, demonstrating increasing control of phrasing and expression. The

termly research topic of a well-known composer allows pupils to use their literacy skills well.

136. Since the previous inspection the co-ordinator has worked hard to put in place a suitable scheme of work. There is satisfactory monitoring of curriculum planning and the quality of teaching and learning. There are no opportunities for pupils to learn to play musical instruments and no extra curricular provision for musical activities, although a seasonal choir is formed. No formal systems are in place to assess and record pupils' progress.

PHYSICAL EDUCATION

137. During the inspection lessons were seen in gymnastics and games. All pupils, including those with special educational needs and with English as an additional language make satisfactory progress in both these aspects of physical education. By the end of Years 2 and 6, standards are similar to those found in most schools. Due to timetabling arrangements, there was no opportunity to observe any lessons focusing on dance and athletics, and there are no records to indicate how well pupils attain in these areas. It is not possible to comment, therefore, on any progress made in these aspects since the previous inspection. Provision for swimming is good and standards remain above average.
138. Pupils in Year 2 can vary speed and direction in their running and jumping, taking into account the space available and the movements of others. In gymnastics, most demonstrate agility and suppleness and show satisfactory co-ordination when supporting their body weight on three and four points using their hands and feet. They can execute a controlled jump and land safely forming a big wide shape. Pupils clearly understand the need for warming up before they exert themselves and the need to cool down at the end of strong exercise.
139. In Years 3 to 6, pupils continue to build on previously acquired skills, developing energy enthusiasm and enjoyment. Pupils display satisfactory control. This was particularly evident in a gymnastics lesson with Year 5 when pupils were able to perform a sequence, which included a roll, two balances and two jumps. Some pupils in the class performed at an above average level and included handstands and cartwheels in their sequence. The pupils were expected to take responsibility for organising themselves and the setting out of equipment. Pupils in Year 6 showed sound skills when practising the basic principles of batting bowling and fielding.
140. The quality of teaching is satisfactory overall. Teachers give clear instructions and in the good lessons make use of individual pupils to demonstrate correct techniques. They manage learning and pupils' behaviour well: most pupils enjoy lessons, listen attentively and behave sensibly. Good use is made of praise to encourage pupils to try harder. Teachers provide good opportunities for pupils to work co-operatively and this pays off. Pupils show maturity in this aspect, working well in pairs and small groups. However, pupils are provided with too few opportunities to evaluate their own and each others' work and offer suggestions of how it might be improved. Pupils always show a concern for the safety of themselves and others. The quality of learning is not as good when the teacher has to spend too much time ensuring that pupils remain attentive. When such interruptions occur they slow down the pace of the lesson.
141. The subject is well managed by the co-ordinator. He has been given the time to monitor the quality of teaching and has a good knowledge of the strengths and

weaknesses in the subject. No formal assessments are made. Physical education makes a strong contribution to pupils' social development. For example, opportunity is provided for the pupils in Year 6 to experience a residential course, where they are introduced to other sports, such as caving and rock climbing. Resources are satisfactory overall but, as at the time of the previous inspection, some of the large fixed apparatus in the hall is in need of replacement.