

INSPECTION REPORT

PIERREPONT GAMSTON PRIMARY SCHOOL

West Bridgford, Nottingham

LEA area: Nottinghamshire

Unique reference number: 132194

Headteacher: Mr John Heard

Reporting inspector: Bogusia Matusiak-Varley
19938

Dates of inspection: 17th – 19th March 2003

Inspection number: 248932

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

| | |
|------------------------------|--|
| Type of school: | Infant and junior |
| School category: | Voluntary aided |
| Age range of pupils: | 5 - 11 |
| Gender of pupils: | Mixed |
| School address: | Coledale West Bridgford Nottingham |
| Postcode: | NG2 6TH |
| Telephone number: | (0115) 981 9292 |
| Fax number: | (0115) 982 7182 |
| Appropriate authority: | The governing body |
| Name of chair of governors: | Rev Steve Silvester |
| Date of previous inspection: | Not applicable |

INFORMATION ABOUT THE INSPECTION TEAM

| Team members | | | Subject responsibilities | Aspect responsibilities |
|--------------|-------------------|----------------------|--|---|
| 19938 | B Matusiak-Varley | Registered inspector | Foundation Stage English as an additional language Science | The school's results and achievements How well are pupils taught? How well is the school led and managed? |
| A8919 | John Kerr | Lay inspector | | Attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? |
| 22790 | Jane Pinney | Team inspector | English Art and design Geography History Music Special educational needs | |
| 22059 | Neil Wales | Team inspector | Mathematics Information and communication technology Design and technology Physical education | How good are curricular and other opportunities? |

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

| | Page |
|---|----------------|
| PART A: SUMMARY OF THE REPORT | 4 - 7 |
| Information about the school | |
| How good the school is | |
| What the school does well | |
| What could be improved | |
| How the school has improved since its last inspection | |
| Standards | |
| Pupils' attitudes and values | |
| Teaching and learning | |
| Other aspects of the school | |
| How well the school is led and managed | |
| Parents' and carers' views of the school | |
| PART B: COMMENTARY | |
| HOW HIGH ARE STANDARDS? | 8 - 10 |
| The school's results and pupils' achievements | |
| Pupils' attitudes, values and personal development | |
| HOW WELL ARE PUPILS TAUGHT? | 11 - 12 |
| HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS? | 12 - 14 |
| HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS? | 15 - 16 |
| HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS? | 16 |
| HOW WELL IS THE SCHOOL LED AND MANAGED? | 16 - 18 |
| WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER? | 18 - 19 |
| PART C: SCHOOL DATA AND INDICATORS | 20 - 24 |
| PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES | 25 - 40 |

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pierrepoint Gamston is a voluntary aided Church of England primary school which has only been in existence for five terms. It is situated in Gamston, near West Bridgford in Nottinghamshire. It is a small school with 117 pupils on roll, 61 boys and 56 girls aged four to 11 years and, already, it is proving to be a popular school. Plans for the next stage of building are already in place. Pupils are taught in single-age classes in the infants and mixed-age classes in the juniors. Fifteen per cent (above average) of pupils are of different ethnic groups, these include pupils who are Japanese, black Caribbean, black African and Pakistani. However, only approximately one per cent of pupils require support from staff funded by the Ethnic Minority Achievement Grant (EMAG) because they are at the early stages of English language acquisition. Eleven per cent of pupils (below average) are entitled to free school meals. Twelve per cent of pupils (below average) are on the register of special educational needs (SEN) and two pupils (1.7 per cent which is below average) have statements of SEN. Attainment on entry is very variable, but is average overall. The area reflects average socio-economic circumstances with housing being both privately and local authority owned.

HOW GOOD THE SCHOOL IS

This is a good school. It has only been in existence a very short time and has already established a safe and secure learning environment for its pupils. It has the potential to become a very good school soon, as it has achieved a lot in a very short time. It meets the needs of nearly all groups of pupils well, although higher attaining pupils, whilst making satisfactory progress, still need more challenge. Overall the school offers good quality education in a very orderly environment with dedicated staff who are keen to improve their practice. Pupils have very good attitudes to learning, behaviour is very good and relationships are excellent throughout the school. The quality of teaching and learning is good overall. The leadership and management of the headteacher and governing body are very good and a clear educational direction has been established. The school richly deserves the support it receives from its parents. The school provides good value for money.

What the school does well

- Standards in English, art and design, singing and dance are above national averages at the end of both Years 2 and 6. Standards in geography are above national expectations at the end of Year 2. In these subjects pupils achieve well in relation to their prior attainment.
- Teaching is good in Years 1 to 6 and pupils make good gains in learning.
- Pupils have very good attitudes to learning. They behave very well and relationships are excellent.
- Pupils with SEN and English as an additional language make good progress.
- Provision for pupils' spiritual, moral, social and cultural development is good overall and pupils are becoming responsible citizens.
- The leadership and management of the headteacher and governing body are very good and a clear educational direction has been established.
- Partnership with parents is very good and the school serves its community well.

What could be improved

- Provision in the Foundation Stage of learning and standards in mathematics, science and foundation subjects throughout the school.
- Curriculum planning, especially the identification of subject-specific skills and provision for cultural development.
- Assessment procedures and their use to improve pupils' achievements further, especially those of higher attaining pupils.
- The role of subject co-ordinators in monitoring standards in their subjects.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This school has not previously been inspected.

STANDARDS

All national test results must be treated with caution because the number of pupils taking the national tests was small and several lower attaining pupils arrived at the school just prior to the time when tests were being taken. This naturally depressed test scores. National tests results and teacher assessments show that, by the end of Year 2, in comparison with all schools and similar schools, standards were well below national averages in reading. In writing, in comparison with all schools, standards were in line and in comparison with similar schools they were below national averages. In mathematics, both in comparison with all and similar schools, standards were below average. Teachers' assessments for science indicate that standards were above average. National test results show that the percentage of pupils attaining the higher levels (Level 3 in Year 2) was broadly in line in reading and mathematics, above in writing and well above in science. This is a very mixed picture of attainment but is due to a small cohort of pupils which makes statistical analysis unreliable. By the end of Year 6, the percentage of pupils attaining the higher levels (Level 5+ in Year 6) was well above average in English, mathematics and science. By the end of Year 6, in comparison with all schools and similar schools, standards were well above average in English and in line in mathematics. In science, in comparison with all schools, standards were in line and, in comparison with similar schools, they were above average.

At present, in view of the short history of the school's existence, standards are high enough for these pupils and pupils' achievements in relation to their prior attainment are satisfactory overall, with several examples of good achievement seen, especially in English. Inspection findings show that, by the end of the Foundation Stage, children attain the Early Learning Goals (ELG) in all areas of learning and their achievements are satisfactory. By the end of both Years 2 and 6, pupils attain above-average standards in speaking and listening, reading, writing, art and design, singing and dance. By the end of Year 2, standards in geography are above average expectations. In these subjects most groups of pupils achieve well in relation to their prior attainment. Achievement is satisfactory for those pupils who are higher attainers. In all other subjects, standards are in line with national expectations and pupils' achievement is satisfactory. Pupils with SEN and English as an additional language make good progress. Pupils who are higher attainers make satisfactory progress, but could be attaining better. No comparisons can be made over time due to the fact that this is a new school. During the inspection, no differences were seen in attainment by gender. The school analyses its national test results well and is well placed to improve standards even further. Test results differ from inspection findings due to different groups of pupils being observed. The present Year 2 has fewer pupils with SEN than last year's group who took the tests. Targets are set for English and mathematics which pupils are very likely to achieve but, in future, when the school has even more information on pupils' prior attainment, these targets could be even more challenging.

PUPILS' ATTITUDES AND VALUES

| Aspect | Comment |
|--|---|
| Attitudes to the school | Very good. Pupils enjoy coming to school and work well for their teachers. |
| Behaviour, in and out of classrooms | Very good. All pupils are very well behaved and are a credit to the school. |
| Personal development and relationships | Very good. Pupils take their responsibilities seriously and relationships throughout the school are excellent. |
| Attendance | Very good. Attendance is well above the national average. Pupils are punctual and parents are co-operative in bringing their children to school |

| | |
|--|----------|
| | on time. |
|--|----------|

TEACHING AND LEARNING

| Teaching of pupils in: | Reception | Years 1 – 2 | Years 3 – 6 |
|------------------------|--------------|-------------|-------------|
| Quality of teaching | Satisfactory | Good | Good |

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

The quality of teaching overall is good, with examples of very good practice seen in Year 2, Years 3 and 4 and Years 5 and 6. During the week of inspection, 32 lessons were seen; six of these were very good, 17 were good, eight were satisfactory and one had weaknesses.

The best learning takes place in Year 2, in Year 3/4 when pupils are taught by one of the job share teachers who was observed teaching during the week of inspection, and in Years 5/6 because in these classes, the teachers use time effectively and continuously push their pupils into improving on their previous best performances. Pupils love learning, they are very fond of their teachers and they love coming to school because they are valued for their uniqueness. The teaching of children in the Foundation Stage of learning is satisfactory with examples of good teaching of basic skills. However, these young children need more opportunities for learning using their senses. Throughout the school, including the Foundation Stage, there is an element of under-challenge for those pupils capable of higher attainment. Pupils with SEN and English as an additional language (EAL) are taught well and support staff contribute significantly to their learning. A particular strength of teaching is in the use made of support staff and the management of pupils. However, the quality of marking is inconsistent and pupils are not fully involved in taking an active part in understanding what they need to do in order to improve the quality of their work. The teaching of English and mathematics is good. The teaching of information and communication technology (ICT) is satisfactory with good features.

OTHER ASPECTS OF THE SCHOOL

| Aspect | Comment |
|--|--|
| The quality and range of the curriculum | Satisfactory, but likely to improve further as the headteacher has identified the need to match it to the needs of the pupils and to identify skills progression clearly. The curriculum is enriched by a good range of visits and visitors and opportunities for extra-curricular activities are good. Provision for the Foundation Stage of learning is satisfactory but more opportunities are required for pupils to be engaged in learning using all of their senses. |
| Provision for pupils with special educational needs | Good. The teachers identify these pupils at an early stage and swiftly provide effective support. |
| Provision for pupils with English as an additional language | Good. Whilst very few in number, these pupils are well catered for. |
| Provision for pupils' personal, including spiritual, moral, social and cultural, development | Good overall, but very good provision is made for pupils' moral and social development which contributes to pupils' very good attitudes to learning. As the school evolves, more opportunities need to be provided to enable pupils to become independent learners. Provision for cultural development is satisfactory but opportunities are missed to enable them to become more acquainted with aspects of multicultural diversity in our |

| | |
|--|---|
| | society. |
| How well the school cares for its pupils | Good. The school provides high levels of pastoral care. Assessment procedures are not sufficiently well developed to ensure that higher attaining pupils are sufficiently challenged. |

Partnership with parents is very good. Parents are delighted with the school and receive very good quality of information about the life of the school and the learning opportunities provided for their children. Parents contribute very well to their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

| Aspect | Comment |
|--|---|
| Leadership and management by the headteacher and other key staff | Very good. In a very short time the headteacher, in partnership with the governing body, has established a clear educational direction for the school and secure foundations have been put in place to ensure that the school operates smoothly. The role of subject co-ordinators has still to be developed in monitoring standards, curriculum provision and subject-specific skills progression. |
| How well the governors fulfil their responsibilities | Very good. Governors are fully involved in all aspects of school life and execute their duties very well. |
| The school's evaluation of its performance | Good. The headteacher undertakes astute analysis of test and assessment information that successfully informs plans for future development. Very good assessment of all pupils coming into the school has been undertaken to provide an accurate baseline for target setting. |
| The strategic use of resources | Good. The school makes prudent use of its budget and has made a good start on implementing the principles of best value. The school administrator manages day-to-day financial administration well. Staffing, accommodation and learning resources are good overall. The school is clean, bright and well looked after. The accommodation for the youngest pupils is satisfactory, but is rather cramped. |

The school employs a good number of appropriately qualified and experienced teachers and teaching assistants.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

| What pleases parents most | What parents would like to see improved |
|---|--|
| <ul style="list-style-type: none"> Children like coming to school and make good progress. Teachers make learning fun so that children work hard and are keen to learn. Staff are very approachable. The school is well led and managed. | <ul style="list-style-type: none"> A very small minority of parents feel that higher attaining pupils can be more effectively challenged. A wider range of extra-curricular activities. Homework should be given more regularly. More information should be given on pupils' progress. |

Inspectors generally agree with parents' positive views and that higher attaining pupils could be more effectively challenged. However, inspectors have judged that the information given to parents on pupils'

progress is satisfactory and the school has already recognised the need to ensure consistency of homework. Inspectors also judge that provision for extra-curricular activities is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. At the time of the inspection taking place, the school had only been open for five terms. Pupils have been arriving at the school at other than normal times of admission into all year groups. This is still ongoing and as yet the school does not have a full complement of pupils. There are only 13 pupils in the present Year 6 and approximately one-third of these are on the special educational needs (SEN) register and are below average attainers. Several pupils in Year 6 have been at the school for less than three terms. The present Year 2 has 16 pupils, all of whom have been at the school for five terms and this level of stability is having a positive effect on standards as seen by the high standards attained in English, geography and art and design. Pupils' attainment on entry to the school is very varied, but is average overall.
2. In 2002, when the national tests were administered, the vast majority of pupils had only been at the school for 2 and a half terms. Cohorts were very small in both Year 2 and Year 6. In Year 6, 22 per cent of pupils had SEN; in Year 2, 28 per cent of pupils had special needs. This naturally depressed test scores. By the end of Year 2, reading standards, in comparison with all schools and similar schools, were well below national averages. In writing in comparison with all schools, standards were in line with national averages, but in comparison with similar schools they were below average. In mathematics, both in comparison with all schools and similar schools, standards were below national averages. In science, teachers' assessments indicated that pupils attained above average standards. By the end of Year 6, in comparison with all schools and similar schools, pupils attained well above average standards in English. In mathematics, in comparison with all schools and similar schools, standards were in line. In science, standards were average in comparison with all schools and above average in comparison with similar schools. In Year 2, boys did better than girls in writing and girls did better than boys in mathematics. In Year 6, girls did better than boys in mathematics, but boys did better than girls in science. However, differences in attainment by gender are not apparent in inspection findings.
3. In the national tests of 2002, the percentage of pupils attaining the higher levels (Level 3+) in Year 2 was broadly in line with national averages in reading and mathematics and was above the national average in writing and well above the national average in science. By the end of Year 6, in English, mathematics and science, the percentage of pupils attaining the higher levels was well above average. Trends over time cannot be compared because the school has not been in existence long enough for this data to be available. The school did not set targets for 2002, but has set realistic targets for this year for English and mathematics which it is well placed to achieve.
4. Inspection findings show that children's attainment on entry to the reception class is average. All children make sound gains in learning and, by the time they enter Year 1, they attain the ELGs in all areas of learning. Children settle down quickly, most are socially confident and they have good speaking and listening skills with a few speaking in extended sentences. They all handle books carefully and love to listen to stories. Most of them are already beginning to identify well-known words and have made an equally good start in learning to write and most are able to copy or to make independent attempts at words and captions. Children form their numbers correctly and the vast majority of them can count to 50. Children make good gains in acquiring basic skills of reading, writing and number work, but would benefit from having further opportunities to learn through their senses and be involved in more structured play activities. The use of worksheets restricts their rates of progress and too few opportunities are provided for them to become independent learners. For example, there are too few ongoing learning opportunities linked to all of the areas of learning from which children can choose to engage in, because, at present, the classroom is not sufficiently well laid out to cater for all areas of learning as space is restrictive.

5. Inspection findings show that, by the end of Year 2 and Year 6, pupils attain above average standards in English, art and design and dance. By the end of Year 2, standards in geography are above average. In these subjects most groups of pupils achieve well in relation to their prior attainment but pupils who are higher attainers make satisfactory progress overall. The good achievements are attributable to good teaching, focused performance management targets and teachers' good subject knowledge and exciting learning opportunities. By the end of both Year 2 and Year 6, standards in mathematics, ICT, science and all foundation subjects are broadly in line with national averages and pupils' achievements are satisfactory. Religious education was inspected by a Section 23 inspector. It must be remembered that standards are higher in some subjects than others, largely due to the fact that the school is still finding its feet in relation to having to cope with class sizes changing with new pupils coming in and the curriculum is very new at present and has only been implemented over five terms. In light of these factors, pupils are doing very well.
6. Standards in speaking and listening, reading and writing throughout the school are above national averages and pupils' achievements are good. The vast majority of pupils speak intelligently with each other and their teachers and listen carefully to what others might say in reply. They are enthusiastic readers who are already able to express preferences about favourite authors and higher attaining pupils in Year 2 and Year 6 read with increasing fluency and accuracy. In both the infants and the juniors, pupils are making good gains in writing for different purposes and audiences. Pupils in the infants can compose short pieces of writing in a wide range of styles. A particular strength is the way that some teachers encourage the pupils to use models of writing that they have encountered in their reading. Pupils in Year 6 are keen writers and some effective examples of narrative writing were seen which grabbed the attention of the reader. For example, when discussing C S Lewis' "The Lion, the Witch and the Wardrobe", one pupil stated that the author throws in a "Bit of conversation and description" and this makes the reader want to continue reading.
7. Pupils have a sound working knowledge of mathematics and pupils in Year 6 know how to identify a key question in a word problem and decide on the operations required to solve it. Pupils' knowledge of number facts is good. The vast majority of pupils work neatly and accurately to solve calculations up to tens of thousands, but higher attaining pupils show signs of struggling in developing their knowledge of decimals, fractions and percentages in problem-solving situations. In both the infants and juniors, pupils have covered a fair amount of work in relation to shape, space and measure and data handling.
8. Standards in science are average by the end of Year 2 and Year 6 and pupils' achievements are satisfactory. The full programmes of study are covered adequately but insufficient opportunities are provided for pupils to record their experiments in a variety of ways. The school has recognised the need to implement a rigorous scientific framework, which clearly defines the progressive and systematic development of skills relating to considering evidence and evaluating, making comparisons and finding patterns and associations.
9. Throughout the school, opportunities are missed for pupils to carry out research and become independent learners, although several examples of effective practice were seen in Years 3 and 4 and Years 5 and 6 in science. Pupils make good progress in Year 2, Year 3/4 and Year 5/6. In other year groups progress is satisfactory overall. Due to the fact that this is a new school, it has put many new systems in place but, as yet, staff have not had sufficient time to develop assessment procedures. It is very likely that, once these are firmly in place, standards will rise quickly and rates of progress will be uniform throughout the school because all teachers are capable of delivering at least satisfactory lessons.
10. Pupils with SEN and English as an additional language (EAL) make good progress and their achievements are good in relation to their prior attainment. Their education plans are detailed and show clear, detailed targets for improvement. Progress towards meeting their targets is accurately measured. Pupils meet the targets in their individual education plans well. Every class has detailed records of pupils with special educational needs and these are kept up to date by individual teachers and monitored well by the special needs co-ordinator. Pupils are supported well

by additional staff. Individual education plans are reviewed each term. Pupils with EAL have clear programmes of work, devised by the support teacher, based upon their interest levels and make good progress. Overall, standards are in line with expectations and at the end of Year 2 and Year 6, pupils' achievements are good but those pupils capable of higher attainment could be challenged even more. Considering the short time that the school has been in existence, the school has ensured that an effective start has been made at raising standards. The headteacher knows what needs to be done in relation to providing further challenge based upon improved curriculum planning and rigorous use of assessment. The school is well placed to raise standards quickly because of the very good leadership and management and the good teaching.

Pupils' attitudes, values and personal development

11. Pupils of all ages have very good attitudes to their work. They are eager to start the day and set about their work cheerfully and with intelligence. They listen carefully and give sensible answers to questions, responding with interest to their teacher. Relationships with each other and with their teachers are exceptional and are excellent overall. This fosters a good working atmosphere throughout the school.
12. The attitudes and behaviour of children in the reception class are good. They are generally keen to do their work but too few opportunities are provided for them to develop their skills of independent learning and, on occasions, the higher attaining children are insufficiently challenged and this slows down their rates of learning. However, they acquire good learning skills and settle very quickly to all aspects of school life.
13. Throughout the school, pupils are very interested in their work. They become fully absorbed in what they are doing and are good at problem solving. For instance when studying an L S Lowry picture, Year 2 pupils were given time to think before formulating their opinions and observations about aspects of the subject. They were perceptive and well able to try what they had learned in their subsequent sketching. As they mature, pupils use their own knowledge to formulate their questions and at all ages, they are very keen to learn more. Pupils work effectively together in groups, in pairs or on their own. Because of their well developed disposition to learning, many pupils, particularly the more able, are capable of tackling more challenging work.
14. Behaviour in class is very good and there is a pleasant friendly atmosphere throughout the school. Pupils move about in an orderly fashion and they are considerate to each other. In lessons, they behave sensibly and show responsibility for their friends in the playground. This was particularly evident as they helped a girl who had sustained a painful injury. Parents are very satisfied with the standards of behaviour. There have been no exclusions in the school's existence and no racist incidents. There is very little bullying. When it does occur, pupils are expected to apologise. Pupils' excellent relationships with each other and with adults in the school are a real strength. They are always courteous to adults, whether staff, visitors or volunteers helping in school. Older children help younger ones and age groups mix freely. At lunch, all ages are represented on each table with a senior pupil taking responsibility at the head.
15. Pupils are eager to suggest answers to questions and to put forward ideas. These can be thought provoking and of a spiritual nature, particularly as they discuss a picture or express their enthusiasm for music. Discussions are lively and result in good general levels of participation. There is often a moral element in their ideas; for instance as they compare their lifestyle with that of an African community with fewer opportunities than they have. Pupils recognise good work by their peers and vote for the Star Performer in their class each week. From their early days in school, they are very ready to take responsibility for routine duties. As they mature, pupils are encouraged to take decisions as they help in fairs, Sunday festival services and fund raising activities. They take a lively part in school assemblies using expression when they are called upon to read, adding interest for the whole school. These opportunities make a valuable contribution to pupils' personal development and prepare them well for secondary school. This is much appreciated by parents. These pupils are now well able if given the opportunity to be involved in a more robust programme of independent learning; to organise their own resources and to further develop research techniques.

16. Attendance is very good, being well above the average for similar schools. The reasons for almost all absences are accounted for by parents. Parents are very co-operative in bringing their children in good time for the start of the day. The good attendance levels are contributory factors to the high standards attained in English.
17. Pupils with special educational needs and EAL share the positive attitudes and reflect the very good behaviour evident amongst all pupils. Through their specialist support they are able to engage in all subjects and to work with other pupils when necessary. Effective strategies ensure they enjoy learning and are well motivated to make progress.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The quality of teaching is good in the infant and junior classes and it is satisfactory in the Foundation Stage of learning. During the week of inspection, 32 lessons were seen of which two-thirds were good or very good. One unsatisfactory lesson was seen in physical development in the youngest class but this is not common practice for this school. In each of the lessons observed, it was evident that the teachers had forged excellent relationships with their pupils. There are appropriate rules and high expectations for responsible behaviour and hard work throughout the school. As a result, pupils know what is expected of them, feel secure and work at a brisk pace.
19. The headteacher has created a very effective professional team of teachers in the short time that the school has been open, teaching and learning have been monitored effectively, targets for improvement have been agreed and teachers have been given good support to improve their practice. Teachers are keen, dedicated and want to give their pupils a good start to their education, which promotes a love of learning. Teachers plan work that is exciting and stimulating. In a Year 2 science lesson on electricity, the teacher opened up new horizons for the pupils by explaining that Thomas Edison made many mistakes before perfecting the light bulb, not only did this contribute to pupils' spiritual development in understanding how resilient the human spirit can be to adversity, but it also contributed to their personal development because pupils were given opportunities to find out more about him through research. Teachers use a good range of questions which not only keep pupils focused, but also enable them to develop their thinking skills. In a good art and design lesson in the reception class, the pupils were exploring the properties of clay; the teacher asked them to mold the clay using their thumbs and tips of their fingers. They learnt a new technique quickly and effectively and made good progress. The modelling of the end product sets a standard for pupils to strive towards and all pupils know what is expected of them.
20. Pupils love coming to school because they know that the teachers will not allow them to experience any discomfort in learning, but at the same time, will challenge them to achieve more. In a very good science lesson in Years 5 and 6, the class teacher deliberately refrained from giving out too much information on separating mixtures. She listened attentively to pupils' suggestions and gently cajoled them into finding possible answers. This enabled them to develop their thinking skills. Teachers have secure subject knowledge and give good explanations, although sometimes these go on a bit too long and this limits pupils' capacity for applying what they have learnt to practical situations.
21. Teachers' planning is satisfactory but, at present, there are still some instances when insufficient emphasis is placed on rigorously matching tasks to pupils' needs by identifying specific tasks that they will be involved in. Teachers rely too much on pupils' outcomes of learning being different rather than planning tasks at different levels for the pupils. This results in slowing down pupils' rates of progress. This is partly due to underdeveloped assessments and their use, because the school is still trying to develop these and has recognised that this is an area for improvement. The lack of assessment has a knock-on effect on teachers' expectations, which are satisfactory overall, but which could be higher in relation to the expectations placed upon higher attaining pupils. Teachers pick up on this aspect in lessons and use more challenging questions aimed at these pupils, but in order to improve the rates of progress even further, a more rigorous approach to challenging these pupils further needs to be adopted. Teachers manage pupils very well. There is a climate of trust and respect and relationships between teachers and pupils are excellent.

Teachers use humour very effectively. For example, when wanting to gain his pupils' attention, the Year 2 teacher said "I want you all to look at me, can you see how gorgeous I am?", the pupils squealed with laughter and joked with the teacher reminding him that he wasn't quite as gorgeous as their football and pop idols!

22. Pupils respect their teachers because they know that they will be helped in order to experience success. In a Year 1 numeracy lesson, the class teacher regularly encouraged her pupils to think aloud when working out number problems; this enabled her to spot the stumbling blocks that pupils had in their learning. Support staff play a significant part in developing pupils' learning, they implement the catch-up programmes for literacy and numeracy well and this enables pupils to rectify gaps they previously had in their learning, especially in phonics. Pupils are acquiring a good knowledge of the sounds of letters and, unprompted, will cover up parts of unfamiliar words in order to break them down into manageable sections. Just as important is their willingness to use the context of unfamiliar words in order to make a sensible guess. Support staff are skilled at engaging pupils in staying focused and on task. They cajole, intrigue, offer praise and joke with pupils. This quickly breaks down any resistance pupils might have to learning.
23. The quality and use of ongoing assessment are satisfactory but inconsistent throughout the school. For example, all teachers mark pupils' books regularly, but their marking is variable ranging from ticks to giving positive, encouraging comments and pointers for improvement. Good examples of marking were seen in Year 1 and Years 3 and 4. However, whilst the school has made a very good attempt at setting targets for pupils, not all the targets are known by the pupils and sometimes targets are too general. This results in pupils not being sufficiently clear about what it is that they need to do in order to improve. Conversations with pupils reveal that they enjoy learning because teachers make learning fun and one pupil said "When things get difficult you can ask for help."
24. Whilst the teaching of both English and mathematics is good, the teaching of literacy is, at present, better than the teaching of numeracy. This is because staff have had very focused pupils' progress performance management objectives, aimed at raising standards in writing. This has been effective and has resulted in above average standards at the end of Year 2 and Year 6. Plans are in place to adopt the same practice for the teaching of numeracy.
25. The teaching of the children in the Foundation Stage of Learning is satisfactory with some good features. All children make sound gains in learning, especially in acquiring basic skills of reading, writing and number. They form their letters and numbers carefully because the class teacher models these skills well. However, too often children miss good opportunities for learning to use their senses because they are colouring in and completing worksheets, which are too time-consuming and which do not challenge them academically. Too few opportunities are provided, both in the Foundation Stage and throughout the school for pupils to become independent learners and develop their skills of research and organisation of their own learning.
26. Teachers meet the needs of special educational needs pupils and those with English as an additional language with good quality support and with tasks matched appropriately to their needs. The teaching of these pupils is good. The special educational needs co-ordinator (SENCO) has good understanding of all pupils' needs within the school and liaises well with teachers and support staff. Class teachers take account of pupils' individual education plans and learning programmes when planning work for the class. Teachers frequently take time to explain difficult terms and unfamiliar vocabulary, which successfully extends understanding. Teaching in withdrawal groups is good. Learning support assistants work well with class teachers and provide good and at times very good support for pupils. They are informed of lesson content in advance of lessons, contribute to the assessment and monitoring of pupils' progress and lessons provide pupils with an appropriate blend of help and challenge. Support for all pupils with special educational needs and English as an additional language is good and they are very well integrated into the school community.

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

27. Throughout the school the curriculum is broad and includes all aspects of the National Curriculum and religious education. Provision for the Foundation Stage of learning is satisfactory. Basic skills are taught well but there is over-emphasis on worksheets and insufficient opportunities are provided for pupils to learn using their senses. Children do not have sufficient opportunities to choose their own resources for learning and, as a result, opportunities for their personal development are limited but nevertheless are satisfactory overall. The balance of the curriculum is satisfactory, although the school might usefully consider its time allocation and organisation of foundation subjects such as history, geography and design and technology. Whilst they are taught, the 'blocking' of these subjects and, in the juniors, the mixed age classes often inhibit the continuous and progressive development of pupils' skills and knowledge. At present national guidelines are being followed but the school might usefully consider adapting them so they meet the needs of the pupils more closely. Teachers' planning in both the infants and the juniors is detailed and comprehensive and is a contributory factor to the good standard of teaching. Good progress is being made in the development and teaching of information and communication technology and there is evidence that it is being increasingly used across the curriculum but, at present, expectations of what pupils should achieve in mixed age classes is not clearly defined, resulting in knowledge and skills occasionally being repeated such as the teaching of circuits and plants in the infants and the juniors.
28. Overall the school has implemented the literacy and numeracy strategies appropriately and all aspects are fully covered. However, the literacy strategy is implemented better than the numeracy strategy. This is largely due to the fact that the school has only been in existence for a very short time and the staff's performance management objectives have largely focused on raising standards in literacy. There is evidence from lesson observations that this is having a beneficial effect on the standards attained by the pupils. This is especially the case in English where much of the emphasis has been placed in the recent past, especially in relation to raising standards in writing. However, the school recognises the need to provide more challenging work for higher attaining pupils. The use of homework is satisfactory. There is no formal structure to it, especially for older pupils. This is an area the school might consider in the future. Furthermore, at present the school has not formally identified opportunities for literacy, numeracy and ICT in medium-term planning. Whilst there is evidence to demonstrate that teachers do this automatically in lessons, a more formalised approach would help to raise standards further.
29. Enrichment of the curriculum is good and contributes to pupils' very good attitudes to learning. The school places great emphasis on the enrichment of the curriculum through visits locally and further afield and, when this is allied to the good and sometimes very good quality of teaching, the curriculum is often vibrant, lively and exciting. For example, visits are made to Jorvik Museum, Sherwood Forest, the theatre, cinema and local canal and supermarket. Visitors to the school include a postman, geologist, barn owl keeper, curate, puppeteers, storytellers, a World War II veteran and an Austin 10 driver. These events bring subjects to life and make them more relevant to the pupils.
30. The provision of extra-curricular activities is good and this aspect is aided by the support of parents and local coaches. Among others these activities include basketball, hockey, cricket, netball, soccer, cycle training, choir and an art club. In addition Year 5 and 6 pupils have the opportunity to take part in a residential visit that includes activities such as orienteering and walking.
31. Although there is no formalised scheme of work the personal, social and health education needs of the pupils are covered. The provision is satisfactory. Year 5 and 6 pupils take part in the DARE programme each year which covers the aspects of drugs, self-esteem and resisting violence. This is done in conjunction with the Life Education Caravan. Older pupils also receive sex education through work with BBC materials and the support of the school nurse. Governors and parents are consulted and the emphasis is on values and relationships. These activities have a positive effect

on the social and moral development of the pupils. Good links have been established with the local community through activities connected with the local church and carol singing at the hospital. Good links have been established with the schools to which older pupils transfer and with the local cluster of primary schools.

32. Overall provision for pupils' spiritual, moral, social and cultural development is good. The school makes very good provision for pupil's moral and social development, good provision for their spiritual development and satisfactory provision for their cultural development. However, these opportunities are not formally identified in planning, especially provision for pupils' spiritual and cultural development.
33. The school makes good provision for the pupils' spiritual development. Acts of collective worship are well planned and thoughtfully delivered. They make a significant contribution to pupils' emerging notion of spirituality and this is supported by visiting clergy. Pupils are helped to gain knowledge and insight into their own and other people's values and beliefs and, in particular, they are encouraged to respect and value the feelings and opinions of others. Pupils understand the difference between gifts that are spiritual, such as love and friendship, and those that are material such as a bicycle. The use of the prayer board where pupils can publicly display topics for prayer contributes significantly to pupils' spiritual development. In their writing pupils ask for prayers to be said, for example, for a dad who is ill, for Nanny because Grandad has died and for a sister who has chicken pox. Moments of quietness are provided for pupils to reflect on what they have heard. Opportunities are provided for pupils' spiritual development in other subjects of the curriculum. They are aware of the need to care for the environment and write letters of complaint about the proposed building of a motorway. They learn from artefacts in history and when studying Thomas Edison understand how the human capacity for perseverance can produce outstanding results. In science pupils learn about the heart and are fascinated by micro-organisms and younger pupils are enthralled by the story of the 'Good Samaritan' due to enthusiastic teaching. However, there is still a need for the school to place more emphasis on planned opportunities for pupils to experience awe and wonder throughout planned lessons.
34. Provision for moral development is very good. The headteacher and staff, as well as providing very good role models remind pupils of the correct form of behaviour and give reasons for them. Discussions very often take place in lessons as well as in assembly and rules of conduct are displayed around the school. Expectations of pupils' behaviour and attitudes are high and they are regularly praised for maintaining very good standards. Pupils are encouraged to develop a clear understanding of right and wrong and to treat staff, visitors and other pupils with courtesy and property with respect. The great majority of pupils have a high degree of self-discipline. Relationships throughout the school are excellent and there is a mutual respect between pupils and staff. This together with the Christian ethos underpins the whole school and ensures that the school's aims and values are put into practice.
35. The school makes very good provision for pupils' social development. Pupils are expected and encouraged to form very good relationships with each other, the teachers and other adults. As they work through the school pupils are encouraged to work collaboratively, to take turns and to share resources such as when they work in groups in mathematics or in working together in physical education. They behave with maturity, for example in assemblies and when eating in the dining hall. Older pupils are caring of younger ones and many pupils pleasantly make conversation with visitors. Suitable opportunities are provided for older pupils to take responsibility in classrooms, though opportunities for independent work need to be developed in the future. The residential visit for Years 5 and 6 to Bakewell makes a positive contribution to pupils' social development.
36. Provision for pupils' cultural development is satisfactory. They are taught about aspects of British culture in subjects such as English and history. Other cultures are considered through work on South American myths and legends, Aboriginal art, poetry based on Caribbean life and work in geography on Ghana, India and Greece. Currently 24 pupils benefit from instrumental tuition and in assemblies music, such as 'Handel's Water Music' contributes to pupils' cultural development. However, more could be done to develop pupils' understanding of the multicultural society in which

they live. Resources and displays relating to other cultures are limited. Pupils have not visited different places of worship and insufficient use is made of information technology to develop links with schools that have pupils from a different ethnic background.

37. The school fully supports inclusion and works hard to ensure the full integration of all pupils. The provision for pupils with SEN and EAL is good. There are comprehensive arrangements for their identification and support. A detailed register of special educational needs is kept by the special educational needs co-ordinator (SENCO) and appropriate individual educational plans (EPs) are provided for pupils on the register, written by the class teachers, in consultation with the SENCO. There are two pupils who have statements of educational need and provision is of good quality. The positive atmosphere of the school promotes the effective inclusion of pupils with special educational needs into every aspect of the school's life. Pupils with EAL are effectively supported by the support teacher funded by the Ethnic Minorities Achievement Grant and, as a result, make good progress. However, learning opportunities provided for higher attaining pupils, which are satisfactory overall, could be more challenging but the school has already recognised this as an area for improvement.
38. Overall the school is well placed to continue improving its planned learning opportunities due to the natural enthusiasm of the staff and the very good educational direction provided by the headteacher.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The provision for the support, guidance and the welfare of pupils is good. From the foundation of the school, high standards of behaviour and pastoral support have been set. The school has established baseline assessment and procedures for monitoring behaviour, the elimination of oppressive behaviour and attendance are in place. Parents find it easy to approach the school if they have a concern about their children's personal progress or welfare.
40. Attendance is carefully monitored with the full co-operation of parents. Most parents keep the school informed of any absences and rarely need a letter or telephone call to confirm the reason for absence.
41. Procedures for promoting and monitoring good behaviour are very effective. Pupils are expected to be orderly in class and as they move about the school. Pupils need few reminders as they learn self-discipline from an early age. Guidelines encourage staff to foster good manners and to expect pupils to take greater responsibility as they grow older; this includes responsibility for their own actions. Teachers' high expectations of good behaviour mean that lessons proceed with purpose and a good pace. On the rare occasions when there is unacceptable behaviour, staff act appropriately and fairly.
42. Procedures for child protection and promoting pupils' wellbeing are very good. The health and safety procedures are thorough. Staff and governors carry out routine checks of the premises and equipment and defects are dealt with swiftly. Careful thought has been given to such matter as fire precautions and security in the design and development of the school buildings. All staff are fully aware of child protection procedures and the need to be watchful. Trained members of staff deal with accidents and injuries promptly. Records of such accidents are recorded and parents informed.
43. Pupils are encouraged to take responsibility for themselves and for others. In the best taught lessons, this is extended to the responsibility for their own learning. However, this is not universal across all classes. When volunteers are called for to carry out a school duty, staff explain what is needed and give realistic praise for a job well done. As a result there is no shortage of volunteers. There are lively discussions in many lessons. These are well used to cover topics which will broaden pupils' minds and encourage them to develop an awareness of others. Health and other personal matters are covered in programmes of lessons appropriate for their age. For example, drugs awareness is covered over ten lessons. The school has not yet adopted a scheme of work to monitor all elements of the personal, social and health education of its pupils. By their valuable help in school, governors, parents and supporters help teachers to widen the educational opportunities offered to pupils.
44. Overall assessments are satisfactory in English, mathematics, science and ICT but are unsatisfactory in foundation subjects and, as yet, do not reflect skills pupils attain that underpin level descriptors. The lack of assessment in foundation subjects prevents pupils from being more focused on developing their learning. However, the school has recognised that assessment procedures need to be developed and, at present, the school has made good efforts to track pupils' attainment. For example, on entry to school, each child is tested in English and mathematics so that an effective baseline can be established. National test results have been analysed, initial targets have been set for pupils but these need to be more specific and matched to pupils' individual needs. Furthermore, whilst pupils know that they need to improve, they are not sure what it is that they need to do precisely. Assessment in the Foundation Stage of learning is satisfactory. Pupils are assessed appropriately in all areas of learning but the use of assessment data could be more rigorous, especially in providing more challenges for higher attaining pupils.
45. There is good use of assessment procedures to identify pupils with SEN and EAL. The data obtained is used effectively to provide well-targeted support for pupils with learning needs, particularly in the area of literacy and numeracy. The special needs co-ordinator maintains a comprehensive register of the special educational needs of pupils and there are appropriate

procedures for placing pupils on the register. Good working relationships are established between teachers and support staff funded by the Ethnic Minorities Achievement Grant. The school has adopted the new requirements of the revised code of practice for special needs appropriately. The school meets the requirements outlined in pupils' statements of educational need well.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. The school's partnership with parents is very effective and is very good overall. Since the early stages of building, through the formation of the school's aims and organisation, parents have shown a keen interest and have been fully consulted on all aspects of school development. The headteacher firmly believes in ensuring that parents become true partners in their children's learning and does all he can to foster a climate of trust and effective communication. They are encouraged by the strong management of the school and the ease they find in approaching the school with questions or concerns. Above all, they are delighted with the expectations of staff as they encourage their children to work hard and to achieve their best. Partnership with parents of children in the Foundation Stage of learning is very good; parents are fully informed of all induction procedures and are seen as true partners in their children's learning.
47. The quality of information for parents is very good. The governors' annual report has been interesting in the formative periods and parents find the newsletters helpful. When parents request further information, for instance when targets were introduced, an explanatory booklet is produced. Parents attend curriculum workshop meetings and the school's website is frequently used by parents. Homework is not given on a regular basis apart from home reading and spellings. Details of what is given are covered by good home/school diaries, which encourage parental comment.
48. Pupils' annual reports are satisfactory, they are personal and say what pupils know and can do, particularly in the main subjects of English, mathematics and science. Although assessment procedures have not been fully installed, teachers clearly know their pupils well and are well able to report fully on their progress. Targets are included in the reports but not all pupils are aware of them. In the upper school, targets are realistic, pointing out the weaknesses which parents could help their children to overcome. No information is given on how well pupils have achieved against previous targets but this is an area that the school is giving due consideration to. There are regular review meetings for parents to meet the teachers to discuss their children's progress and any concerns that they might have. These meetings are organised each term and are very well attended.
49. Parents make very good contributions to their children's learning. They are invited to offer their talents and support in school. They do this in a number of ways, helping in classrooms and with school projects, raising funds and offering their ideas for further developments. Parents say their views are valued by the school and they feel they are part of the school community. There is a well founded parent/teacher association which has been very successful in raising funds, not only for the new school building but also for subsequent projects. The whole community is involved in many of the school events, which together with the fundraising makes a considerable contribution to the educational opportunities offered to the pupils. The school richly deserves the high esteem in which it is held by parents.
50. Parents are consulted before pupils are placed on the special needs register and the procedures explained to them. They are kept fully informed of their child's progress and receive copies of individual education plans. Parents are pleased with the good progress that is made by their children. Staff communicate effectively with parents of pupils who have EAL through the very good use of the home-school link book and inform parents regularly of any new insights that they have in relation to their pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The leadership and management of the headteacher and governing body are very good. In the short time that the school has been opened, a clear educational direction for the school has been

established and the headteacher has ensured that both staff and pupils have had a very smooth start. The headteacher is committed to ensuring that all pupils get the best education possible and that the school aims are firmly reflected in the life of the school. The headteacher knows all of his pupils and their families very well and he is very much respected by them. Parents are very pleased with his leadership and know that their children are well looked after. The headteacher has managed to set up very effective communication systems so that all parties, for instance staff, governing body and parents, are kept up to date with recent developments of school life. The headteacher can be seen regularly in the mornings talking to parents and pupils and during the school day, pupils are very keen to come up and tell him about their daily activities.

52. The headteacher has ensured that the purpose of the school in providing the best quality teaching and learning for every child through a supportive and purposeful partnership between the school, parents and pupils, is well on the way to being met. In the very short time that the school has been in existence, the headteacher has managed to assess every pupil on entry to the school and establish a target for academic improvement. The quality of teaching has been monitored and performance management has been firmly established. Already, the positive effects of this can be seen in the good gains that pupils make in their writing.
53. The headteacher has involved staff in analysing national test results and has quickly identified the school's priorities based upon an accurate analysis of its strengths and weaknesses, as is shown by the similarities between his priorities and those identified by this inspection. The school improvement plan is a thorough document which is appropriately costed, includes realistic time-scales and success criteria and has been agreed by both staff and governors. It is proving to be a valuable tool in moving the school forward. The headteacher's vision for the school is shared with the whole school community and all are committed to raising standards. The headteacher has established a very purposeful team spirit and approach amongst all staff and, in spite of there being no deputy headteacher, staff have ensured that the main priorities of setting up a new school have been very effectively carried out. This ensures that the school's aims and values are well reflected in its work and that the school is an inclusive and secure community. Many co-ordinators have only recently begun their roles. They perform their responsibilities satisfactorily. They are knowledgeable about their subject areas, but have not yet undertaken a complete analysis of standards, teaching, learning and monitoring of skills and coverage of the full Programmes of Study in mixed-age classes, but plans are under way for this to come about. Portfolios of exemplification of pupils' work are presently being compiled by co-ordinators, but as yet, further training is required for staff to become familiar with skills underpinning level descriptors so that rigorous assessment procedures can be developed.
54. The governing body is hard working and committed to ensuring that the school develops into a truly Christian community, with pupils achieving high standards and fulfilling their true potential. Governors execute their duties very well and the chair of governors is a frequent visitor who delivers assemblies which have the pupils spellbound. All governors fulfil their statutory duties very well. They have been involved with the school's good systems of self-evaluation and share the headteacher's analysis of the school's strengths and areas for improvement. Financial management is good and the school administrator competently keeps an eye on school finances. The governors have done a very good job in organising finances on the limited information received as pupil numbers are altering daily and, as yet, the school does not have official figures for a full financial year.
55. The school makes appropriate use of additional grants for pupils with SEN and English as an additional language. Teaching and support staff are used effectively. In addition, the headteacher is closely involved in monitoring the performance of all staff and setting targets for improvement. The administrative staff ensure the smooth running of the school and always have a friendly smile and chat with parents who come into the school. Good use is made of new technology, with computerised administrative and financial records and appropriate Internet connections. The school has a very informative website which is appreciated by the parents as they are consistently kept up-to-date with recent developments.

56. Principles of best value are applied in finding both the cheapest and best supplier for both goods and services. The school has not yet fully compared the effectiveness of its work with that of other schools of a similar size and location, because there have been more pressing priorities and the full quota of pupils within the school keeps changing as new pupils enter the school. The carry forward figure (24 per cent) is already allocated to developing the second phase of the school's building.
57. The school has a good complement of both teaching and support staff and the quality of accommodation and resources is generally good, with the exception of the present classroom where the youngest children are taught, which at present, is rather cramped and does not lend itself to ensuring that there is sufficient space to provide daily opportunities for children to undertake activities based on developing their independent learning skills in all areas of learning. The school is a well maintained and safe environment that provides a stimulating atmosphere for staff and children.
58. The management of special educational needs and English as an additional language within the school is good. Until recently the headteacher has co-ordinated the special needs provision. He has ensured that procedures are well organised and efficiently applied. The new co-ordinator has undergone training to effectively prepare her for her role. All teachers have been made fully aware of the new code of practice and support staff are well trained and very well briefed. They are closely involved in formulating programmes of support and setting targets and their programmes of support are regularly reviewed by the SENCO. There is very close liaison between all staff to ensure the programme of work is delivered well. There is accurate identification of pupils' needs and monitoring of progress is regularly carried out. There is close liaison between the SENCO and the link governor who reports back to the full governing body. Professional contacts with outside agencies are constructive and very helpful. The additional funding for pupils with SEN and EAL is appropriately targeted.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. To raise standards, the headteacher and governing body, together with the help from the local education authority should:

- (1) Raise standards in the Foundation Stage of learning by:

- improving curriculum planning by providing more opportunities for children to learn using their senses;
- limiting the use of worksheets;
- encouraging children to become more independent in choosing activities and resources and evaluating their learning; and
- organising the classroom so that there are ongoing learning opportunities for children to participate in activities covering all the areas of learning.

(paragraphs 4, 25, 60, 61, 66)

- (2) Raise standards in mathematics by:

- providing more opportunities for problem-solving and using mathematics in other areas of the curriculum; and
- ensuring that higher attainers and the oldest pupils in the class are more effectively challenged, especially in the areas of decimals, fractions, percentages, angles and the use of protractors.

(paragraph 7)

- (3) Raise standards in science by ensuring that:

- skills of experimental and investigative science are systematically and progressively taught throughout the school;
- pupils have opportunities to record their findings in a variety of ways; and
- higher attaining pupils have plenty of opportunities to develop their research skills.

(paragraphs 8, 24, 98, 99, 104)

(4) Raise standards in foundation subjects and curriculum planning by ensuring that:

- subject-specific skills are clearly identified in planning;
- clear expectations of what pupils in mixed-age classes should achieve at the end of each unit are clearly identified in medium-term planning;
- that time allocations are based upon a rigorous analysis of the full coverage of the programmes of study to ensure the continuous and progressive development of skills;
- curriculum plans reflect opportunities for pupils to consolidate and extend their skills of literacy, numeracy and ICT;
- planning reflects opportunities for pupils' spiritual and cultural development and more opportunities are provided for pupils to develop their knowledge of life in a multicultural society; and
- homework is regularly given to pupils in all year groups.

(paragraphs 5, 27, 28, 32, 36, 92, 115, 126, 133, 148)

(5) Improve the procedures for and use of assessment by ensuring that:

- rigorous assessment procedures are developed in all subjects which should measure and record pupils' attainment in both knowledge and skills;
- assessment information is used to plan the next steps of pupils' learning;
- higher attaining pupils are consistently challenged; and
- all pupils are fully aware of their targets and know what they need to do in order to improve.

(paragraphs 21, 23, 48, 89, 92, 95, 110, 116, 120, 125)

(6) Develop the role of subject co-ordinators by:

- ensuring that all subject co-ordinators are appropriately trained to monitor standards, teaching and learning and skills progression in their subjects.

(paragraphs 53, 110, 116, 121, 126, 135, 148)

All key issues have been identified on the school development plan.

Minor issues

- Improve the quality and consistency of marking throughout all subjects and all year groups.
- Ensure that more opportunities are given to pupils to become independent learners.

(paragraphs 9, 15, 23, 84)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

| | |
|--|----|
| Number of lessons observed | 32 |
| Number of discussions with staff, governors, other adults and pupils | 14 |

Summary of teaching observed during the inspection

| | Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very Poor |
|------------|-----------|-----------|------|--------------|----------------|------|-----------|
| Number | 0 | 6 | 17 | 8 | 1 | 0 | 0 |
| Percentage | 0 | 19 | 53 | 25 | 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. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

| Pupils on the school's roll | YR – Y6 |
|---|---------|
| Number of pupils on the school's roll (FTE for part-time pupils) | 117 |
| Number of full-time pupils known to be eligible for free school meals | 13 |

FTE means full-time equivalent.

| Special educational needs | YR – Y6 |
|---|---------|
| Number of pupils with statements of special educational needs | 2 |
| Number of pupils on the school's special educational needs register | 15 |

| English as an additional language | No of pupils |
|---|--------------|
| Number of pupils with English as an additional language | 6 |

| Pupil mobility in the last school year | No of pupils |
|--|--------------|
| Pupils who joined the school other than at the usual time of first admission | 7 |
| Pupils who left the school other than at the usual time of leaving | 7 |

Attendance

Authorised absence

| | % |
|-------------|-----|
| School data | 4.0 |

Unauthorised absence

| | % |
|-------------|-----|
| School data | 0.2 |

| | |
|---------------------------|-----|
| National comparative data | 5.4 |
|---------------------------|-----|

| | |
|---------------------------|-----|
| 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 | 7 | 7 | 14 |

| National Curriculum Test/Task Results | | Reading | Writing | Mathematics |
|---|----------|----------|----------|-------------|
| Numbers of pupils at NC level 2 and above * | Boys | * | * | * |
| | Girls | | | |
| | Total | 10 | 12 | 12 |
| Percentage of pupils at NC level 2 or above | School | 71 (n/a) | 86 (n/a) | 86 (n/a) |
| | National | 84 (84) | 86 (86) | 90 (91) |

| Teachers' Assessments | | English | Mathematics | Science |
|---|----------|----------|-------------|----------|
| Numbers of pupils at NC level 2 and above * | Boys | | | |
| | Girls | | | |
| | Total | 12 | 12 | 13 |
| Percentage of pupils at NC level 2 or above | School | 86 (n/a) | 86 (n/a) | 93 (n/a) |
| | National | 85 (85) | 89 (89) | 89 (89) |

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

* Fewer than 10 pupils were entered for the test, therefore numbers are not entered in the table.

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

This table is not included as there were fewer than 10 pupils entered.

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 |
|-----------------------------|--|---------------------------------------|
| 83 | 0 | 0 |
| 0 | 0 | 0 |
| 4 | 0 | 0 |
| 4 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 4 | 0 | 0 |
| 0 | 0 | 0 |
| 4 | 0 | 0 |
| 0 | 0 | 0 |
| 2 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |
| 0 | 0 | 0 |

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

Teachers and classes

Qualified teachers and classes: YR – Y6

| | |
|--|------|
| Total number of qualified teachers (FTE) | 6 |
| Number of pupils per qualified teacher | 19.5 |
| Average class size | 23.4 |

Education support staff: YR – Y6

| | |
|---|----|
| Total number of education support staff | 3 |
| Total aggregate hours worked per week | 78 |

FTE means full-time equivalent.

Financial information

| | |
|--|---------|
| Financial year | 2002 |
| | £ |
| Total income | 181 264 |
| Total expenditure | 162 827 |
| Expenditure per pupil | 1644 |
| Balance brought forward from previous year | 26 471 |
| Balance carried forward to next year | 44 908 |

Recruitment of teachers

| | |
|--|---|
| Number of teachers who left the school during the last two years | 0 |
| Number of teachers appointed to the school during the last two years | 6 |
| <hr/> | |
| 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 | 117 |
| Number of questionnaires returned | 72 |

Percentage of responses in each category

| | Strongly agree | Tend to agree | Tend to disagree | Strongly disagree | Don't know |
|--|----------------|---------------|------------------|-------------------|------------|
| My child likes school. | 69 | 28 | 3 | 0 | 0 |
| My child is making good progress in school. | 56 | 43 | 1 | 0 | 0 |
| Behaviour in the school is good. | 58 | 39 | 0 | 0 | 3 |
| My child gets the right amount of work to do at home. | 26 | 58 | 11 | 3 | 1 |
| The teaching is good. | 67 | 32 | 0 | 0 | 1 |
| I am kept well informed about how my child is getting on. | 38 | 50 | 11 | 0 | 0 |
| I would feel comfortable about approaching the school with questions or a problem. | 75 | 22 | 1 | 1 | 0 |
| The school expects my child to work hard and achieve his or her best. | 79 | 21 | 0 | 0 | 0 |
| The school works closely with parents. | 50 | 42 | 6 | 1 | 1 |
| The school is well led and managed. | 76 | 21 | 1 | 0 | 1 |
| The school is helping my child become mature and responsible. | 65 | 31 | 3 | 0 | 0 |
| The school provides an interesting range of activities outside lessons. | 31 | 49 | 17 | 0 | 4 |

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

60. Children enter the reception in the term of their fifth birthday at three different entry points during the academic year. The provision for these young children is satisfactory overall with some good features. At present, attainment on entry is very variable and ranges from being in line to being above average. This year, it is broadly in line. The accommodation is rather cramped and makes it difficult for staff to set up ongoing activities in all areas of learning. Opportunities for independent learning are not sufficiently well developed and there is an over-reliance on the use of worksheets, which limits opportunities for children to learn using all of their senses and choose appropriately structured play activities to develop their emerging skills of independent learning. Children make sound progress in all areas of learning and attain the Early Learning Goals in personal, social and emotional development, communications language and literacy, mathematical development, knowledge and understanding of the world, creative development and physical development on entry to Year 1. Several of the higher attaining children exceed the ELGs in communication, language and literacy and mathematical development, and are working at the early stages of Level 1 of the National Curriculum. The quality of teaching is satisfactory with some good features, especially in the teaching of basic skills of reading, writing and number. During the week of inspection, one unsatisfactory lesson was seen in physical development, where children did not make sufficient progress due to lack of challenge and insufficient notice taken of children's prior attainment. Relationships are excellent and all children are well known to the teacher and support staff. Resources are good in all areas of learning and the outside play area is well developed with a good range of toys which are aimed at developing children's linguistic, social and physical skills.

Personal, social and emotional development

61. By the time children leave the reception class, they attain the ELG in this area of learning. Their achievements are satisfactory in relation to their prior attainment, but they could be better if children were given more opportunities to develop their skills of independent learning, by choosing their own activities and reflecting on their learning.
62. Children have a clear understanding of the difference between right and wrong and are particularly sensitive to the needs of their friends. During a plenary session, they helped one of their friends present her work by whispering to her what to say and then cheering when she accomplished her task. They all understand simple rules, like not running indoors and are keen to abide by them. Children share resources and toys well. This is seen when, for example, they play with building bricks or wait their turn in games during outdoor activities. Children are independent in their personal hygiene and need few reminders. They put on their own coats for outside play and change themselves ready for physical education lessons. They work and play well, but do not have sufficient opportunities to choose their own resources for learning. They are keen to tidy up and adore taking the Teddy Bear home and familiarising him with their home routines.
63. The overall quality of teaching and learning is sound. Children grow in confidence because of the excellent relationships and they are fond of their teacher and support staff. All adults provide good role models and children are provided with a secure, caring environment where they are encouraged to think of others' feelings and become familiar with school routines. Children enter Year 1 being well prepared to cope with the demands of the National Curriculum.

Communication, language and literacy

64. By the end of the reception class, all children meet the standards of the ELG and several of the higher attaining children exceed the standards and are already working on the early stages of the National Curriculum. Nearly all of the children express themselves well and, by the end of the year, almost all children speak confidently and have good speaking and listening skills. They enjoy listening to stories, such as 'The Enormous Turnip', and they love acting out the parts. However,

some of the higher attaining children already know this story well and consolidate their learning rather than extend their knowledge of characterisation, content and vocabulary. All children can sequence events in order and love to join in repetitive refrains. They handle books carefully, use pictures to tell a story and higher attaining children can read simple sentences. Nearly all of the children make good gains in forming their letters correctly and identifying initial sounds. Children progress to writing simple sentences, some of which are punctuated by capital letters and full stops. They enjoy being authors of their own books, but would benefit from being given further opportunities to use the writing corner to develop their writing further in a range of contexts, using a variety of different materials.

65. The overall quality of teaching and learning in this area is satisfactory with good features, especially in the teaching of phonics, but too often time is wasted by children colouring worksheets and not being sufficiently challenged to learn through their senses and develop their skills of independence. Good use is made of elements of the literacy strategy to develop children's knowledge of letter sounds and reading. The needs of children with SEN are met well, but writing opportunities for 'play writing' are not sufficiently widespread in relation to outdoor learning activities and this limits rates of progress.

Mathematical development

66. All children attain the ELGs in mathematical development and their achievements are satisfactory. Those capable of higher attainment exceed the ELG and can execute simple additions and know number bonds to 20 and beyond. Children use mathematical language confidently and they know the properties of shape, for example that a triangle has three sides and three corners. All children know the mathematical terms for comparing long and short, tall and thin, and they can sort out bricks according to property and size and colour and shape. They are able to make and recognise patterns, but they spend too long colouring in worksheets, which does not challenge their thinking.
67. The quality of teaching is satisfactory. Adults support children well and use praise effectively to encourage children in their learning and teach basic skills of number formation well. Good explanations are given, children are well managed and, as a result, behaviour is very good. However, planned opportunities for outdoor learning related to mathematics are limited. The use of number rhymes and songs contributes well to children's mathematical development.

Knowledge and understanding of the world

68. Children achieve the expected standards of the ELG by the end of the reception year. They have a good awareness of themselves and their surroundings. This is demonstrated by their drawings of themselves. They are interested in the world around them, they are keen to talk about the cress seeds that they have planted, and they can name the main part of the plant. Many are competent in their use of the computer, handling the mouse and keyboard effectively. A few higher attaining children are competent in moving between programs and know how to print their work. All children confidently use construction kits and delight in going for nature walks looking at baby oak trees and picking leaves. They are aware of buildings in their local area and have visited the pet shop, Chinese take-away and the canal lock. They have made sandwiches for their Teddy Bears' Picnic, choosing healthy ingredients for fillings. They know how to use a camera and they are aware of old and new toys. They can name the seasons and months of the year and are very keen to tell visitors the dates of their birthdays.
69. The quality of teaching is satisfactory. The class teacher provides activities that generate a sense of amazement about the world in which we live. Children are given good opportunities to marvel at nature and are taught how to look after the environment. Adults observe children and ask questions to challenge their thinking and move them on in their discovery of the world. Children are taught to explore the changing colours of nature and learn about their families. They are naturally curious and thoroughly enjoy listening to stories that Jesus told. The class teacher gives good explanations and ensures that children have plenty of opportunities to ask questions.

Physical development

70. By the end of the reception year, most of the children achieve the expectations of the Early Learning Goals. They are well co-ordinated, can link a sequence of actions and throw balls with increasing accuracy and good awareness of others and space around them. They can run, skip, climb and balance with the expected control and confidence. However, in one unsatisfactory lesson, insufficient emphasis was placed on building upon children's prior attainment and they were not sufficiently challenged to make further gains in learning how to use the apparatus and, as a result, they made unsatisfactory progress. Children do have the expected dexterity in hand/eye co-ordination in cutting, sticking and gluing and they colour in well, but spend too long on this activity due to the overuse of worksheets.
71. The quality of teaching is satisfactory. Staff provide a good range of resources to enable children to develop their physical skills, especially their finer movements. Generally, clear explanations are given based upon modelling by the class teacher. Children respond well and genuinely want to please adults working with them but on occasions expectations are not high enough for these pupils.

Creative development

72. Almost all of the children attain the Early Learning Goals in this area of learning. In music, children are confident, sing well and accompany their singing using percussion instruments. They have developed a good understanding of high and low pitch, loud and soft and know how to sing a response. However, too few opportunities are provided for children to develop their skills of independence, for example to compose tunes on the computer, and to mix their own paint, although they are given plenty of good learning opportunities to work with a full range of good quality resources, such as textured materials and papers. In a good lesson, children made good gains in developing their skills using clay because the class teacher clearly modelled what was expected of them. The role play area is used well, but children would benefit more from adult intervention in developing their imaginative play. Children are given good opportunities to print with shapes, execute bubble paintings and make collage pictures.
73. The quality of teaching is satisfactory overall. In one of the lessons seen, the class teacher gave good explanations and modelled techniques, such as using clay, well. Children knew what was expected of them and, as a result, good gains were made in learning. However, too few opportunities are provided for children to choose their own resources for learning and this limits emerging skills of independence. The accommodation is rather restrictive for children to participate in large canvas work, but good opportunities are provided for children to play imaginatively with construction toys, and the outside area is used well to promote creative development.

ENGLISH

74. By the ages of 7 and 11 standards are above average. Most pupils make good progress and achieve well. Achievement for higher attaining pupils is satisfactory, but they could achieve more. The school has rightly made literacy a key priority for improvement and the staff's performance management objectives have been directly linked to raising pupils' attainment in writing.
75. In the national tests for seven year olds in 2002, the percentage of pupils who achieved the expected level of attainment in reading was well below average. The percentage achieving higher than the expected standard was average. In writing, standards were below average in the percentage of pupils achieving the expected level, but above average in those exceeding the expected standards. In comparison with similar schools standards were well below average in reading and below average in writing. These results reflect a wide variation of ability within the small cohort. A high percentage of the pupils had special educational needs and in addition, several lower attaining pupils were admitted during the school year. In the current cohort, there are no pupils with special educational needs and standards overall are significantly higher than last year. Almost all pupils are expected to reach the required standard.

76. In the national tests for 11-year-olds, standards were well above average, both for those pupils achieving the expected standard and those who achieved the higher standard. Standards were also well above average in comparison with similar schools. Currently standards remain above average, although they are not as high as last year, due mainly to the different group of pupils taking the test, many of whom have SEN and several are below average attainers.
77. Standards in speaking and listening are above expectations by the ages of seven and 11. The school provides frequent opportunities for pupils to develop their skills in this area. In most classes the level of questioning by the teacher effectively develops the pupils' speaking skills. Teachers are good role models in their own use of language to the pupils. Technical language and unfamiliar vocabulary are always explained, ensuring all pupils understand. As a result, pupils make good progress in acquiring vocabulary and in their powers of self expression as they go through the school. They listen carefully and express themselves articulately for their age. For example, in Year 2, in a literacy lesson based around the story of The Good Samaritan, pupils demonstrate in their response to questions that they have listened well to the story. When asked to explain the importance of the story, one pupil explains articulately that "Jesus told the story because he wants us to love our enemies and people in need." In Year 6, pupils benefit from planned opportunities to practise their skills in a variety of situations. For example, they apply the conventions of standard English in a formal forum when they present a debate on the use of a river.
78. In reading, standards are above average by the ages of seven and 11. In guided reading sessions, pupils are taught well the strategies for effective reading and apply this knowledge well in their personal reading. For example, by the age of seven, most pupils use their knowledge of letters and the sound they make, to build the whole word. Higher attaining pupils successfully use the sense of the surrounding text to help them read unfamiliar words. Most pupils have good understanding of what they have read. This was demonstrated when pupils in Year 2 were able to extract information from the Bible to write character profiles of The Good Samaritan.
79. Pupils continue to make good progress in Years 3 to 6. The school provides good opportunities for reading outside the literacy hour and makes good use of classroom assistants and volunteers to enhance progress. Pupils take books home to read on a regular basis and parents make a valuable contribution to the good progress that is made. By the age of 11, standards are above national expectations. The majority of pupils enjoy books, read them fluently with good expression and respond to the subject matter with interest. Most pupils express their opinions well on character and plot. They make assumptions and form accurate conclusions from given texts. They are encouraged to read from a range of books and have knowledge of a range of authors. In Years 5 and 6, pupils enjoy the practice of completing reading journals and learning is effectively enhanced as they write book reviews and record useful similes and phrases. During the inspection no pupils were observed using the school library, which is small and not user friendly. However, the school is aware of the current limitations and a new library is planned for the next phase of building to provide improved facilities for the development of reading.
80. Standards in writing are above average at ages seven and 11. This is largely attributable to the hard work and effort of staff in implementing performance management objectives rigorously. By the age of seven, most pupils spell a range of familiar words accurately, using a good choice of vocabulary. For example, Year 2 pupils used words such as "terrified" and "disappointed" when describing characters and one higher attaining pupil demonstrated a considered choice of vocabulary when he wrote that the Good Samaritan "helped the man to recover from his wounds." The majority of pupils write in well constructed sentences and handwriting is neat and legible, with pupils beginning to use a joined script.
81. At age 11, pupils write well for a variety of purposes and audiences, for example they adopt a formal presentation for writing a letter of complaint. Punctuation and spelling are accurate and pupils select words carefully for interest and precision. Older pupils use similes and metaphors well to add interest to writing, as when one pupil writes, "The road was a ribbon of moonlight." Most pupils write neatly and present work well, drafting or using computers to improve their work. There are sufficient opportunities for pupils to extend their writing skills across the curriculum, as when pupils in Years 3 and 4 produce informative booklets about earth and space. In the coming

term, throughout the school, emphasis will be given to the development of skills for extended and narrative writing. However, pupils are given little opportunity to practise narrative writing during the rest of the year. This limits progress in the higher order writing skills, such as in the use of paragraphs and the construction of complex sentences.

82. Pupils with special educational needs and English as an additional language make good progress. They receive good support from well briefed, competent classroom assistants and take a full part in lessons. The support teacher for EAL ensures that a well detailed programme of work is provided for pupils to access the curriculum. Teacher's planning takes into account the targets specified on individual education plans and activities are suitably challenging for their individual needs. The school has successfully implemented the Early Literacy and Further Literacy support programmes and learning is effectively enhanced for the Year 1 and Year 5 pupils who undergo these programmes. Staff are about to begin a training course for the Additional Literacy support programme which will benefit pupils in Years 3 and 4. Every opportunity is taken by the support staff to intervene in pupils' learning and help them overcome their barriers to learning.
83. The quality of teaching is good overall and, as a result, pupils have very positive attitudes to learning and behave very well in lessons. During the inspection, no unsatisfactory teaching was observed and in one lesson the quality of teaching was very good. A strength of the teaching is the very good management of pupils. Very good relationships have been established and pupils have good attitudes to the subject. They are keen to do their best and work hard on given tasks. Teachers have good subject knowledge and plan their lessons well, providing good learning opportunities for pupils to progressively build on their skills. Effective questioning enhances and extends pupils' thinking. In all lessons the learning objectives are shared with the pupils so they are clear of what they are expected to learn and can judge for themselves whether they have achieved the objective by the end of the lesson. In the most effective lessons, teachers have high expectations and engage pupils' interest by setting a brisk pace and providing appropriately challenging work. Pupils work hard in their independent sessions during the literacy hour, which contributes to their personal development. They co-operate and support each other well.
84. A general weakness in the English lessons seen is the provision of the same tasks for all pupils during the part of the literacy lesson where pupils work independently. While teachers do allow for the differing needs of pupils in the level of support they provide, there is little difference in the specific skills to be developed according to individual needs, linked to the level descriptors of the National Curriculum. This limits progress, particularly for higher attaining pupils in the group. In marking, teachers' comments do not always move pupils forward in their learning by pointing out where improvements can be made. This is an area which needs to be improved as there are examples of effective practice in Years 3 and 4.
85. The co-ordinator has only recently taken on the role and has not yet had the opportunity to monitor teaching and standards throughout the school, although this has been undertaken by the headteacher and, as a result, an appropriate educational direction has been set which is evident in the raised standards in writing due to appropriate targets set in the staff's performance management. Assessment procedures for English are satisfactory; they cover all aspects of English and staff are generally aware of the standards that pupils attain.

MATHEMATICS

86. At the end of Year 2, standards in the 2002 National Curriculum tests were below the national average in comparison both with all schools and with similar schools. By the end of Year 6 average standards were attained in comparison both with all and with similar schools. Pierrepont Gamston is a new school and so it is not possible to compare these results with those of previous years or to compare the judgements in this report with those of a previous report.
87. Inspection findings show that standards overall are in line with national expectations and pupil's achievements are satisfactory overall in relation to their prior attainment. The difference in inspection findings and test results for Year 2 pupils is due to the fact that this year's group of pupils taking the test does not have such a high percentage of pupils on the special educational

needs register. In mixed age classes there is, however a lack of challenge for higher attaining pupils and on occasions for older average pupils when the focus of lessons is mainly on the younger age group. Sound assessment procedures have recently been introduced and these should, in the future, be a valuable tool for teachers when planning suitable work for individuals and groups. Although teachers do differentiate the work that is set for different groups it sometimes does not adequately challenge older pupils. As the school becomes established and further emphasis is placed upon mathematics (since the school was opened the emphasis has been primarily on literacy) there is every indication that standards will be raised. Lower attaining and pupils with special educational needs and English as an additional language often make good progress, especially when they receive support from classroom assistants. Many of these pupils attain or nearly attain average standards.

88. In both the infants and the juniors, pupils respond well to the teaching of numeracy and have very good attitudes to learning. There has been an emphasis on problem solving and investigation work both in mental oral sessions and during main activities. This work is linked to the various aspects of mathematics such as shape, space and measure and numeracy and is linked to other curriculum areas such as information and communication technology through the use of spreadsheets and the construction of graphs. This reflects the awareness of the school that this is an area in need of development.
89. Pupils have a good understanding of number but a scrutiny of pupils' previous work indicates that there are occasions when higher attaining pupils are not sufficiently challenged, as some of the problem-solving activities are not challenging enough. There are also instances when, for these pupils, work is unnecessarily reinforced. This is an indication of the need for teachers to use the good assessment procedures as a tool to plan future work. Teachers do try to ensure that pupils understand mathematical strategies and concepts and do not learn by rote. Plenty of opportunities are provided for pupils to verbalise their thinking patterns when solving problems. By the end of Year 2 pupils have a sound understanding of two digit numbers and are learning about place value. Higher attaining pupils have a sound understanding of hundreds, tens and units. They have good language skills and can explain strategies they use in solving problems. Older Year 6 pupils continue to develop sound number skills and many are able to calculate well, although the higher attaining pupils are not challenged adequately in areas such as decimals, fractions and percentages. The recent emphasis on problem solving and investigation is enabling pupils to begin to learn about the use of unknowns in algebra, though several struggle with this concept.
90. Younger pupils learn about the various aspects of time and learn how to measure length using both non-standard and standard units, such as metres and centimetres. They are also developing a sound knowledge of two and three-dimensional shapes. Year 3 to 6 pupils extend their understanding of measurement through work in, for example, capacity and weight. Comparisons are made between metric and imperial measures. They have a sound knowledge of diagonals and the properties of quadrilaterals and measure the perimeter and area of shapes. Pupils recognise position and compass directions and read and plot co-ordinates. They begin to learn about angles but there is no evidence of extended work that includes the use of protractors.
91. As the use of computers increases more work is linked to data handling, especially in Key Stage 2. Younger Year 2 pupils construct simple graphs to show the most popular colour in the class. Older pupils use spreadsheets to work out the cost of angel fish and goldfish, produce an invoice for hardware, cost a Year 6 leaving party and complete a traffic survey. Tally charts and different types of graphs are constructed. Instructions are set up to program the 'Roamer'. Overall, pupils in both key stages, including those with special educational needs and EAL, make good gains in mathematics and more use is now being made of information technology.
92. The quality of teaching is good overall but generally more thought needs to be given to the use of mathematics in other curriculum areas. At the present time there is no whole school policy for this area but the co-ordinator is aware of the need to develop one in the future. Pupils do receive mathematics targets but at the present time they are of a general nature and not specific to the needs of individual pupils. The school is aware of this and the senior management recognises that as assessment becomes established so the setting of individual targets will become easier. All

pupils are fully included in lessons and those with special educational needs and English as an additional language make good progress when learning assistants support them. Teachers have implemented the numeracy strategy well and lessons demonstrate that all the aspects of mathematics are fully included. Good use is often made of plenary sessions to reinforce lesson objectives and to assess whether pupils have fully understood their work. Teachers have good subject knowledge, they manage their pupils very well and ensure that they are given plenty of opportunities to learn quickly by providing them with well produced worksheets, good quality resources and effective questioning aimed at giving pupils plenty of opportunities to explain their answers.

93. The behaviour and attitudes of the pupils are very good. They are willing to answer questions, attentive and able to work hard and concentrate. They work sensibly in groups and there is a mutual respect between teachers and pupils. Relationships are excellent. The pupils' response is often due to the good quality of teaching which is relaxed and often shows a sense of humour. Due to the good teaching, pupils learn well as teachers generally ask questions that probe the pupils' understanding. There are a few occasions when time is not used as effectively as it might be and the pupils' independent work becomes rushed. This is rare but often is as a result of over long explanations. Mental/oral sessions are always carried out but sometimes the pace is a little slow. Teachers try to ensure through thorough explanations and good questioning that pupils understand their work and are not learning by rote.
94. Teachers identify more able pupils in their lesson planning and generally provide for their needs. However, they also rigidly adhere to the numeracy strategy in respect of the year they teach and this sometimes inhibits the progress of higher attaining pupils. The quality of marking is satisfactory. Work is marked but often with a series of ticks and very few comments that explain how pupils might improve in the future. On occasions praise is too easily given when pupils could achieve an even higher standard of work. Homework is used appropriately to support learning.
95. Tracking of progress and predictions about future levels of attainment are carried out. General targets are set. However, the results of all this work are not, at the moment, adequately used to challenge pupils to achieve even higher standards. This particularly applies to more able pupils. Achievement is satisfactory in relation to prior attainment. With further challenge the school is well placed to achieve even higher standards.
96. The co-ordinator has only recently been appointed and management of the subject is under-developed at the present time. The senior management of the school is aware of the need to develop this area of organisation. There is little monitoring of the quality of teaching and learning undertaken by the co-ordinator, although the headteacher has monitored some of the teaching and learning going on in the school. Resources for the subject are good and increasingly good use is being made of computers. Since the school opened a good basis has been laid for the teaching of mathematics and the school is well placed to improve standards even further.

SCIENCE

97. The 2002 teacher assessments for Year 2 indicate that pupils attained above average standards in science, with the percentage of pupils attaining the higher levels (Level 3) gaining well above average standards. However, above average attainers attained average standards in physical processes. By the end of Year 6, pupils attained average standards in comparison with all schools and above average standards in comparison with similar schools. The percentage of pupils attaining the higher levels (Level 5) was well above average, both in comparison with all schools and in comparison with similar schools. These results must, however, be treated with caution as the groups of pupils taking the tests were small and this naturally affects the overall percentage scores.
98. Inspection findings show that, by the end of both Year 2 and Year 6, pupils achieve average standards in science and their achievements are satisfactory in relation to their prior attainment. It is very likely that, with improvements made to the schemes of work, pupils' achievements will be better because the senior staff are aware that there is still a considerable amount of work to do in

order to raise standards even further, especially in developing schemes of work which clearly define expectations for mixed-age classes in all aspects of the Programmes of Study and which identify systematic progression of scientific skills as pupils move up the school. At present, there is a lack of a scientific framework which teachers can follow to enable them to teach scientific skills in a progressive manner. Too few opportunities are provided for pupils to consider evidence, evaluate their findings, make comparisons finding patterns and associations and develop their research skills, especially for those pupils who are higher attainers. Learning opportunities offered are not, as yet, monitored to ensure that pupils are progressively building upon their skills. For example, work covered on electricity in Year 2 is very similar to that covered in Years 3 and 4. Occasionally, when teachers make links in science lessons with other subjects, the scientific content of the lesson is diluted; this was seen in Year 1, when pupils were learning about the formation of shadows. Having given good scientific explanations, pupils proceeded to make shadow puppets and insufficient time was spent on developing scientific skills and, whilst pupils made satisfactory progress, their rates of progress could have been better.

99. By the end of Year 2, most pupils, including those with SEN and English as an additional language, know how to ask scientific questions, such as “why does a light bulb light up when it is connected to a battery?” and use first-hand experience and simple information sources to answer questions. However, their range of methods of communicating their findings in a variety of ways is limited. Pupils know how to review their findings because they have good speaking skills and can communicate clearly. However, they do not record their findings in a variety of ways and insufficient emphasis is placed upon developing their skills of hypothesis, research, synthesis and opportunities for ICT are limited.
100. Pupils know the differences between living and non-living things and that humans need exercise to stay healthy. They can name parts of flowering plants and know their functions. They can sort out objects into groups on the basis of simple material properties and they know that ‘push’ and ‘pull’ are forces. They can identify everyday appliances that use electricity and can construct simple circuits. In a Year 2 lesson on electricity, pupils hung on to the teacher’s every word when he explained how Thomas Edison struggled to invent the light bulb.
101. By the end of Year 6, pupils know that it is important to test ideas using evidence from observations, but opportunities for them to present their findings in a variety of ways are limited. Pupils know how to plan an investigation, predict findings and understand the principles of fair testing, but their written work demonstrates that too few opportunities are provided for independent research and use of data-logging is underdeveloped. Pupils’ skills of interpreting and presenting data using tables, line-graphs, bar charts and ICT are satisfactory, but they could be better. Whilst several good examples of pupils developing their research skills were seen in Years 3 and 4 and in Years 5 and 6, these still need to be systematically built into medium-term planning alongside rigorous development of pupils’ scientific skills of prediction, observation, synthesis and hypothesis. Pupils know about the functions of human organs and the main stages of the human life-cycle. When studying plants, they know that the root anchors the plant and takes water and minerals from the soil. Pupils know how to construct circuits and how, by changing the number or type of components, bulbs can become dimmer or brighter. Pupils know that gravity is a force and they can measure forces and identify the force direction. They know that light travels from a source and cannot pass through some materials and vibrations from sound sources require a medium through which to travel. They can separate mixtures and know that non-reversible changes result in formation of new materials.
102. Pupils have very good attitudes to learning because they are interested in their work. The quality of teaching is good overall. Teachers have secure subject knowledge and this enables them to use questioning effectively to promote pupils’ learning and encourage pupils to explain their ideas. However, whilst planning is satisfactory, it could be better if teachers focused more on planning tasks to suit the needs of different groups of pupils rather than planning one task to which different groups of pupils will respond. This, at present, is difficult because, whilst assessments are satisfactory, they are not sufficiently rigorous to identify clearly what pupils know, understand and can do, especially in skills progression. They test aspects of knowledge rather than pupils’ achievements in skills acquisition. Higher attainers make sound gains in learning, but their

achievements could be better if more opportunities were provided for them to develop their research skills and independent learning.

103. Teachers manage their pupils very well and use humour and praise effectively. Good quality worksheets are provided for pupils, which are appropriately linked to lesson content. The quality of marking is satisfactory overall but could be improved by setting clearer targets for pupils. The good quality of teaching impacts on good learning observed during the week of inspection. The majority of pupils respond to investigative work with enthusiasm and practical activities are especially beneficial to pupils with SEN and English as an additional language. Pupils are co-operative and well behaved. They relate very well to one another and to their teachers.
104. The adoption of national guidance has been effectively implemented and has enabled the school to offer a full science curriculum. However, the school has recognised that a review of the curriculum is necessary in order to meet the needs and interest levels of all groups of pupils. There is some evidence of cross-curricular links with literacy, numeracy and ICT, but these are not yet rigorously identified in planning. The co-ordinator is knowledgeable and co-ordinates the subject well. However, she has not had time to monitor teaching and learning and skills progression throughout the school. This is an area which has been identified for development.
105. Resources and accommodation are good. With the present good provision, standards in science are poised to rise even further.

ART AND DESIGN

106. Standards of attainment at the ages of seven and 11 are above national expectations. All pupils achieve well, including those with special educational needs. This is largely attributable to good teaching and the varied opportunities teachers provide for pupils in most aspects of this subject.
107. By the end of Year 2 pupils in the infant classes use a range of media, including paint, pencils and clay, to experiment successfully with colour and shape and to develop appropriate techniques. These good foundations to learning result in pupils working confidently and creatively. They make good progress in their learning. For example, pupils in the Foundation Stage enjoy the opportunity to investigate clay and work with tools to create simple shapes. Year 1 pupils effectively apply the techniques they have learned to make clay models of animals and are becoming familiar with the work of Van Gogh, clearly demonstrating that they understand his style, technique and choice of colours. In art club, older pupils produce clay thumb pots of imaginative and colourful design. Sketching techniques are good. In Year 2, pupils study the paintings of L S Lowry and produce impressive sketches in his style. Their sketching techniques are well developed and observational sketches demonstrate a keen eye for detail, with techniques used most effectively to illustrate movement. One pupil's sketch of a girl skipping was exceptionally good and clearly captured the movement.
108. Junior aged pupils continue to develop their skills well as they use a variety of media in two and three dimensions. For example, pupils in Years 3 and 4 use printing blocks in their designs of an imaginary view through a window. The finished results include very good use of colour for imaginative effect. By the end of Year 5/6, pupils apply their design skills well to design a hat for a fictional character. They give due consideration to purpose and function and produce clearly labelled designs indicating materials and style. The completed designs, including a Winnie the Pooh hat and a hat for Alice in Wonderland, are realistic yet demonstrate imagination and flare. Pupils make good progress in their use of colour and by age 11, standards are high. For example, water colour paintings of flowers by older pupils show good blending and mixing of shades for a lifelike effect. Pupils in Years 5 and 6 use sketchbooks to investigate and draft their ideas, practise techniques and provide a record of progress. However, this good practice is not consistently applied throughout the school because as yet assessment procedures are underdeveloped and, due to the short time that the school has been operating, the co-ordinator has not had the opportunity to monitor standards. The use of ICT in this subject is satisfactory but inconsistent. Too few opportunities are provided for pupils to research famous artists and use a full range of painting programs.

109. The quality of teaching is good, with some very good features. As a result, pupils in both the infants and the juniors are keen, enthusiastic and very willing to learn. They have very good attitudes to learning and behave very well in lessons. Teachers demonstrate secure knowledge and lessons are planned well to provide interesting and challenging tasks to motivate the pupils. Very good relationships have been established and pupils are managed very well. Good use is made of praise and encouragement and pupils' work is valued so they are keen to give of their best. In most lessons, pupils are encouraged to make sensitive evaluations of each other's work and performance is improved as a result. They are introduced to a variety of well-known artists and make well considered observations about their different styles of painting. Where teaching is very good the teachers transmit their own enthusiasm to the pupils who are excited by the challenging task and work with great concentration and enjoyment. This was evident in one lesson where pupils responded very well to the teacher's inspirational style. They listened very carefully to his instructions, answered his searching questions sensitively and took turns in a sensible manner to model movement for the rest of the class to observe. Art is used effectively to enhance learning across the curriculum and the subject makes a good contribution to pupils' spiritual, social and cultural development.
110. As yet, the role of the co-ordinator is underdeveloped. The co-ordinator has only recently taken on the role and has had no opportunity to monitor standards through scrutiny of lesson planning or observation of teaching. There are no formal procedures in place for assessing individual attainment in art and design as pupils move through the school, although end of unit coverage is recorded. Because they are knowledgeable, teachers do have a sound understanding of pupils' levels of attainment but assessments are not sufficiently well developed and are not used systematically. Both of these areas have been recognised by the school as needing attention.

DESIGN AND TECHNOLOGY

111. Standards by the ages of seven and 11 are in line with national expectations and all groups of pupils are making satisfactory progress.
112. By the age of seven pupils successfully produce a series of designs for a Victorian bookmark. These designs consist of a child's initials and are then made through needlework. Pupils are becoming aware of the processes involved in the subject. They know that a design can be altered and modified and through discussion are encouraged to explain why they choose certain patterns and colours. When difficulties arise pupils are encouraged to think how they might overcome the problems, this has a positive effect on developing their thinking skills. During the plenary session pupils give opinions as to how their designs might be improved. Pupils are introduced to a variety of resources such as large construction apparatus, paper, card and fabric. When making a clown or, in Year 1, a castle in work linked to Robin Hood, they learn to cut and join using scissors, glue, Blu-tack, string and split pins.
113. By the age of 11, pupils use books to record the processes they have studied in completing a task. Younger Year 3 and 4 pupils design, make and eat a sandwich. They list the ingredients they will use such as chocolate spread, crisps, butter, banana, apple, salad, raspberry jam and white and brown bread. Health and safety requirements are considered and pupils are aware of the need for cleanliness and the safe and sensible use of equipment such as knives and forks. Pupils evaluate whether their sandwich looked like their design or was different and they mark the finished product out of ten for appearance, taste, ingredients and ease of making. The use of ICT in both the infants and juniors is satisfactory overall. Pupils have undertaken making graphs of their favourite foods using pie charts and block graphs but formal identification in planning these opportunities for learning is inconsistently reflected in teachers' planning.
114. Older Year 5 and 6 pupils investigate musical instruments to find out how they make music, how they are made and what materials they are made from, for example a tambourine, beater and drum. They then design and make an instrument listing the materials and equipment they will need. These are displayed in the school and the finished quality of the articles is of at least a satisfactory standard.

115. Pupils make satisfactory progress, learning about the processes involved in design and technology. Younger pupils are beginning to use tools independently though their progress is sometimes limited when adult helpers intervene to cut sticking tape for them or tape boxes together. In lessons the attitudes and behaviour of the pupils are very good. They are encouraged by teachers to become involved in discussion of the task and they also enjoy the practical nature of the activities. In small groups they are able to work co-operatively and contribute ideas. The quality of teaching in the lessons seen during the inspection varied between very good and good. Teachers have very good relationships with their pupils, plan thoroughly and are well organised. In the best lessons, for example in Year 2, there is a sense of humour and a mutual respect between teacher and pupils. Teaching overall is judged to be satisfactory. Although there is evidence that the subject is being taught in all years, and that pupils are aware of the processes involved in design and technology, there is a lack of emphasis in the time being given to the subject and to the continuous and progressive teaching of skills. This results in substantial lengths of time when the subject is not taught and so pupils are not regularly given the opportunity to practise and reinforce the skills they have learned. This has a negative effect on their rates of progress.
116. The school has been open for five terms and initially emphasis was placed on core areas of the curriculum, particularly literacy and a collegiate approach was taken to the organisation of the school. Only in the last two terms has there been a co-ordinator for design and technology and the school is still emphasising the importance of core subjects. As a result the role of the co-ordinator is under-developed. National guidelines are being used by teachers to plan work but there is a need to develop these so they are more relevant to the needs of this school. There is also a need, particularly in mixed age classes, for staff to be aware of the skills, knowledge and understanding that pupils should attain by the end of each year. At the present time there are no assessment procedures for the subject. This is unsatisfactory. The monitoring of teaching and learning is not yet established. The school is aware that these areas need to be developed in the future. Resources for the subject are good.

GEOGRAPHY

117. Attainment is above expectations at age seven and in line with expectations at age 11.
118. At age seven, pupils have made good progress in their acquisition of geographical skills and knowledge and achieve well. Progress is particularly good in Year 2 because of very high quality teaching. Pupils with special educational need are well supported. They are fully included in lessons and make good progress in line with the rest of the class. Pupils learn about their local area and locate key buildings and features, knowing these are important. For example, they recognise the need for a supermarket in the area. They develop a growing awareness of environmental issues as they consider, in simple terms, whether proposed changes are beneficial or harmful to the environment. For example a pupil writes that planting more trees will provide more homes for animals, while another writes that building more power stations will create a hole in the ozone layer. Pupils have a good knowledge of other countries and use their skills well. Year 2 pupils can identify continents and identify France, Germany, Spain, Poland and Hungary on a map of Europe and produce their own map with colour keys to identify the different countries. They name the capital cities of these countries.
119. In Years 3 to 6, pupils, including those with special educational needs and English as an additional language, make satisfactory progress in the acquisition of knowledge and skills. Pupils in Years 3 and 4 have studied the climate of different areas of the world. They produce holiday leaflets for different countries, demonstrating an understanding of how people live in different climates. Pupils use data on climates to make comparisons with different countries. Mapping skills are satisfactorily developed. Pupils use atlases and maps of different scales, are familiar with mapping symbols and begin to plot routes. Pupils in Years 5 and 6 have conducted an extensive study into rivers. They understand the water cycle, can identify main rivers of the British Isles and are familiar with the course of a river, understanding the meaning of vocabulary such as source, meander and tributary. They describe ways in which rivers may become polluted and study a river section and land uses in detail. Good use is made of literacy skills as pupils write

letters to a local newspaper warning of the dangers of river pollution. However, as yet subject specific skills are not clearly defined, time allocation is inconsistent and this slows down pupils' rates of progress.

120. The quality of teaching is satisfactory overall but very good in Year 2. In a lesson seen the teacher had excellent relationships with pupils and created a very positive atmosphere for learning. The pupils were very well motivated and worked very hard. Behaviour was exemplary. The teacher had very high expectations and pupils rose admirably to the challenge. Lesson planning was good with clearly identified learning objectives that were made clear to the pupils so they knew what they were going to learn and were asked whether they thought they had achieved the objectives by the end of the lesson. Given tasks were very well suited to the differing needs of the class and expectations of pupils were high. For example pupils were asked to find the capitals of all countries in Europe and locate them on a map. Generally, lessons have a satisfactory balance between whole-class and group work, but frequently there is no difference in the work set for pupils of different ability. The use of the same worksheets for all the pupils constrains their progress, particularly for higher attaining pupils. A scrutiny of pupils' work shows little independent writing on the subject and an overemphasis on the use of photocopied worksheets. For junior pupils, progress is limited because of the shortcomings in the curriculum planning which result in long periods when geography is not being taught. This limits the opportunity for the progression and consistent reinforcement of geographical skills.
121. The co-ordinator is new to the role and as yet she has had no opportunity to monitor planning or teaching in order to have a whole school view of the geography curriculum in action. The school is aware of the necessity to implement formal procedures for assessment as at present they are unsatisfactory. There is a good range of resources and fieldwork and visits make a valuable contribution to pupils' learning.

HISTORY

122. By the ages of seven and 11 the standards pupils attain meet the national expectations and pupils' achievements are satisfactory in relation to their prior attainment.
123. By age seven pupils' knowledge and understanding of history and its place are developing satisfactorily and they have sound chronological understanding. In Year 1, for example, pupils begin to understand the difference between now and then, as they discuss the changes in their own lives over time. They begin to make comparisons across time periods as, through their topics on castles, they compare homes now with those long ago. Year 2 pupils demonstrate knowledge of historical events and of famous people in the past. In their study of Victorian times they have a good understanding of school life in that era. As they read books and use the Internet to find information on Florence Nightingale they begin to understand how different sources of information can give clues about the past.
124. Satisfactory progress is made by all pupils during Years 3 to 6 and by age 11 pupils have a broad view of the history of Britain and of ancient civilisations. They display a sound general knowledge of the periods of study. For example, in Years 3 and 4, pupils demonstrate awareness of the main events of World War II. They enjoy the Egyptian period, which is reflected in their written work. In discussion with a group of Year 6 pupils they had good recall of what they had learned of the Tudors, Victorians and Ancient Greeks. They showed good interest in the subject. Pupils gain appropriate insight into what life was like for people living in significant periods in history, such as during the time of the Great Plague. Skills of historical enquiry and interpretation are satisfactory. Pupils are confident in using a variety of information to carry out research and record their findings in a variety of ways.
125. The quality of teaching is satisfactory overall, with some good features. The good aspects of teaching mean that pupils engage in lively discussion and are required to think and solve problems. This was the case when pupils were required to examine a variety of photographs of artefacts relating to the Indus Valley civilisation and made suggestions as to their purpose. Pupils were usefully encouraged to use their knowledge to formulate their own questions about the

period. In lessons pupils with special educational needs and English as an additional language receive good support and are given tasks appropriate to their needs and abilities. However, scrutiny of pupils' books shows that, for the rest of the class, pupils mostly undertake the same task or worksheet. This is partly due to underdeveloped assessment systems and insufficient monitoring of standards and curriculum provision throughout the school by the co-ordinator. In mixed age classes the higher attaining older pupils are given the same task as the lower attaining younger pupils. This limits the development of historical skills, particularly for higher attaining pupils. In both the infant and the junior classes there is little evidence of tasks set for independent research.

126. The co-ordinator has only recently taken on the role and as yet her role is underdeveloped. She has no opportunity to monitor planning or the quality of teaching in order to raise standards. The school is aware of the necessity to formulate a whole school approach to assessment procedures which at present are underdeveloped. Visits to local areas of interest enhance pupils' learning in the subject. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development as pupils are given opportunities to learn about the contribution rulers have made to the cultural development of Britain. However, opportunities for learning about pioneers from different cultures, such as comparing Florence Nightingale's work with that of Mary Seacole's, are missed. This limits opportunities for pupils to develop their awareness of multicultural issues.

INFORMATION AND COMMUNICATION TECHNOLOGY

127. Standards at the age of seven and eleven are broadly in line with national expectations and pupils' achievements are satisfactory in relation to their prior attainment. Since the school opened a new computer suite has been established and a wide range of resources and equipment have been introduced including an interactive whiteboard, control technology equipment and a microscope that can be linked to the computers. In addition all the teachers have now completed their information technology training. The ratio of computers to pupils is good (1:4). In addition the school is also purchasing a number of laptop computers. As a result of all this planning and activity pupils are now beginning to make at least satisfactory progress and there is every possibility that standards will continue to rise in the future. There is still slight under-use of both the ICT suite and computers in classes.
128. By the age of seven pupils plot the route of the 'Roamer'. The fact that there are two of these machines enables more pupils to be directly involved in the programming. The teacher divides them into two teams and this competitive element motivates the pupils to complete the task as quickly and successfully as possible. By the end of the lesson most can program the 'Roamer' to arrive at a given point though some still need help.
129. Most pupils can name items of computer equipment, use the keyboard to type simple text and begin to word process their work. Many pupils are helped by being able to use a computer at home and are able to use the correct keys, for example to change font and colour, enter, delete and use the space bar. As a result they are able to introduce capital letters and full stops in their writing. They use appropriate paint packages, spelling programs and contribute to and use the school web page.
130. By the age of 11, pupils investigate the equation $y=x^2$ and create a graph using a spreadsheet. They learn to label the axes and change the colour of the graph. There is evidence through a scrutiny of pupils' work, that as pupils become more skilled they are given increasing opportunities to use ICT in other curriculum areas and this has a positive effect on the development of their skills. Year 3 and 4 pupils import graphics that are used with short pieces of word-processed writing on Egypt. Quiz sheets are produced using word art in religious education on the topic of Hinduism. They continue to program the 'Roamer' and also the 'Floor Turtle' adding sounds and taking note of the pitch and duration of the notes. Art programs are used to construct a picture of the sea and to paint a picture in the style of Seurat. The Internet is used to import pictures and information about the weather and letters of thanks word processed after a visitor came to talk about World War II.

131. Older Year 5 and 6 pupils use spreadsheets to cost a Year 6 leaving party, produce an invoice for hardware that has been bought and to show the results of a traffic survey. Word processing is used to produce diary entries, healthy eating menus, letters of complaint to a restaurant and writing on the heart. The Internet is used to import information and graphics on the healthy eating topic. Pupils with a special need use the Starspell program. E mailing within school is used. Higher attaining pupils are being trained as IT technicians so that they can give support to other pupils. This has a positive effect on their personal development.
132. In lessons the behaviour and attitudes of the pupils are very good. They enjoy working on computers and work very well in pairs and groups. The practical, hands on nature of the work interests them and they show very good levels of concentration and perseverance. They are encouraged by the conscientiousness of the teachers who plan well and are growing in confidence as they complete their ICT training and have consistent use of the ICT suite and classroom computers.
133. The quality of teaching is satisfactory. Teachers give clear explanations, model appropriately for the pupils and, when working in the ICT suite, provide plenty of opportunities for pupils to consolidate and practise their skills. The management of pupils is very good and pupils know what is expected of them. They are making a definite attempt to expand the use of ICT into most other curriculum areas and this is having a beneficial effect. Due to the very early stages of the development of this school, the good resources are not rigorously timetabled to be used as often as possible. During the three days of the inspection there were several occasions when the ICT suite, classroom computers and laptops were not in use and valuable learning opportunities were lost.
134. Information and communication technology is one of the subjects that has been emphasised since the school opened and good progress has been made as a result of the work of a knowledgeable and enthusiastic co-ordinator. She realises that the national guidance documentation being used, to support teachers, needs to be reviewed to suit the needs of the school; in particular, that in mixed age classes teachers are aware of the skills that pupils need to attain at the end of each year. For example it is not always appropriate that Year 3 and 4 or Year 5 and 6 pupils do the same work. Higher attaining pupils are not sufficiently challenged by teaching methods used at times. Opportunities for independent learning are limited and this slows down the rates of progress as insufficient reference is made to the knowledge that pupils bring with them from home. Although a good beginning has been made to the use of ICT across the curriculum, the co-ordinator is aware of the need to continue this in the future.
135. Sound assessment procedures have been introduced and in the near future these should become a useful tool in enabling teachers to plan work that is appropriate to individuals or groups of pupils and that enables them to progressively increase their skills. At the present time there is little monitoring of the quality of teaching and learning. This is an area that the school has recognised needs developing. Resources for the subject are good and improving.

MUSIC

136. Standards are in line with expectations at ages seven and eleven. Standards in singing exceed expectations, because learning in this area of music is enhanced through the good use that is made of a visiting specialist to teach the weekly music lessons.
137. By the end of Year 2 pupils in Year 1 sing tunefully and in time. They read and clap simple musical patterns. Most are beginning to understand the difference between rhythm and pulse. Year 2 pupils show good attention to pitch as they sing a call and response song, paying expressive attention to the high and low sounds. Individually they sing confidently, taking particular care to articulate their words clearly. They have a good understanding of the difference between rhythm and pulse.

138. By the end of Year 6, pupils use their bodies effectively as percussion to create different rhythmic patterns. In singing, they hold notes evenly and with volume and are able to maintain their own part while performing as part of a group to sing two and three part rounds.
139. The regular music lessons ensure that pupils, including those with special educational needs and EAL, make good progress in singing as they go through school. They have further opportunities to develop their singing in assemblies, for example in the whole school hymn practice that is held once a week. Progress in other areas of the subject is satisfactory. Pupils describe their feelings while listening to music and are becoming aware of the works of famous composers. They are developing their ideas of musical structures. However, they are given few opportunities to record their own compositions by using symbols or notes to represent sounds. There are limited opportunities, however, for pupils to formulate, record and perform their own compositions. Information technology is insufficiently used to support learning. For junior pupils, learning is enhanced through the provision of the opportunity to receive peripatetic tuition in woodwind, brass and stringed instruments. The subject makes a good contribution to pupils' spiritual, social and cultural development.
140. In the lessons seen during the inspection the quality of teaching was good. Classes were organised effectively and appropriate attention was given to the planning of suitable tasks for the pupils' age and capabilities. The expertise of the visiting specialist has a positive effect on pupils' singing skills because the direct teaching of techniques leads to improved performance. Lessons are well prepared and good use is made of resources, including the use of recorded music and songs. The appropriate terminology is used consistently, improving pupils' knowledge of musical vocabulary. Pupils are well managed and have good attitudes to learning, responding with enthusiasm to the given tasks.
141. Music has not yet become a priority of the school's development plan. Consequently there is currently no co-ordinator for the subject and assessment procedures have yet to be established and are unsatisfactory overall.

PHYSICAL EDUCATION

142. During the inspection, two dance lessons were seen in Year 2 and Year 3/4, where standards were above those expected nationally. From interviews with teachers it is apparent that standards in swimming are also above those expected nationally. It is not possible to make overall judgements in other aspects of the subject or at the end of Year 6 as timetable arrangements prevented any lessons being seen in the Year 5/6 class. However, observation of pupils during extra-curricular clubs suggests that standards are at least in line due to the pupils' good skills of co-ordination, knowledge of rules in relation to team games and their agility in ball skills.
143. By the age of seven, Year 2 pupils learn to create a dance with a clear beginning, middle and end. They are able to listen to music produced by a group of pupils and express their ideas appropriately by interpreting how the music makes them feel, for example, sad, happy or lonely. They are encouraged to show these emotions through facial expressions and then comment on each other's work and suggest improvements. This evaluation proved to be especially useful as pupils took note of what was said and their second attempt at composing a dance sequence was a noticeable improvement on the first. The lesson created very good links with both music, through the playing of instruments, and literacy, in particular speaking and listening, through the evaluation and resulting discussion. Pupils changed from group to group and so had experience of all the activities. They become aware of the use of space and by the end of the lesson are moving and interpreting the music in a very mature and sensible fashion considering they are only Year 2 pupils. This is a result of very good teaching, which treats them as mature and sensible people and has high expectations of what they can achieve.
144. Year 3 and 4 pupils interpret, in dance with the help of music, a poem read by the class teacher. They are well co-ordinated and can work appropriately because they have a good sense of rhythm and their skills of co-operation and partner work are good. They know how to evaluate each other's work and to suggest ways in which it might be improved. A culture of improvement through evaluation is beginning to embed itself throughout the school as this also occurs in Key Stage 1.

Pupils are aware of the need for space and also of the different speeds and levels that are possible in dance. They learn about starting and finishing positions and show that in maturity, style and subtlety of movement good progress is being made from Year 2 to Years 3 and 4.

145. All pupils in the school have the opportunity to learn to swim and by the time they are 11 all can swim 25 metres. There is good provision for extra-curricular activities and these include soccer, netball, hockey, basketball, cricket, korfbal and cycling proficiency. This is helped by the support the school receives from parents, who organise some of the activities and from sports coaches from Nottingham Forest Football Club, Nottinghamshire County Cricket Club and a basketball coach. There are opportunities for competitive sport in soccer and basketball and for orienteering and hiking during a residential visit for Year 5 and 6 pupils.
146. In lessons the attitudes and behaviour of the pupils are very good. They are sensible and often mature and have a regard for the safety aspects of the subject. Pupils are always appropriately dressed and enter and leave the hall in an orderly fashion. Due to the excellent relationships between teachers and pupils they listen attentively and are very willing to contribute sensibly to discussion and evaluation. They work with effort and concentration.
147. The quality of teaching is satisfactory and has many strengths. Several examples of good and very good teaching were seen in both the infants and the juniors. Appropriate routines have been well established, lessons thoroughly planned and in the best lesson a sense of humour is evident that the pupils respond to. There are occasions when teachers could take a more active part in the physical (movement, dance) aspect of the lesson and in doing so provide a good role model for the pupils. Teachers give very good explanations and encourage the aspect of evaluation through discussion very well. This is having a very positive influence on the attainment of the pupils. Teachers' subject knowledge is at least satisfactory and is complemented by the high standard of general teaching skills that many of the teachers exhibit. Good links are made with subjects such as music and literacy.
148. The co-ordinator has only been in post for two terms. As a result management and co-ordination are underdeveloped. Nevertheless the school has established a good range of sporting and physical opportunities for the pupils and there has been some in-service training for teachers in dance and the co-ordinator has attended training for the use of large apparatus in the hall. National guidelines are used to support staff in the planning of lessons and it is apparent that all the aspects of the curriculum are included. There is a need to develop the scheme of work, so that it takes account of the needs of the school and to introduce assessment and monitoring procedures as, at present, these are unsatisfactory. The school is aware of the developments that need to be made in the future. There is a playing field and a hall for the subject, both contributing to the good accommodation. Resources for the subject are also good.