

INSPECTION REPORT

**BERRY HILL PRIMARY SCHOOL AND
NURSERY**

Mansfield

LEA area: Nottinghamshire

Unique reference number: 132242

Headteacher: Miss S Brown

Reporting inspector: Neil Tonge
1157

Dates of inspection: 23 - 26 September 2002

Inspection number: 248963

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant, Junior and Nursery
School category:	Primary
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Black Scotch Lane Mansfield Nottinghamshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr R Leivers
Date of previous inspection:	Not applicable – new school

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1157	Neil Tonge	Registered inspector	Geography History	What sort of school is it? How high are standards? The school's results and achievements How good are curricular and other opportunities offered to pupils? How well is the school led and managed? What should the school do to improve further?
12682	James Griffin	Lay inspector	Educational inclusion	How high are standards? Pupils' attitudes, values and personal development How well does the school cares for its pupils? How well does the school work in partnership with parents?
17877	Christine Ingham	Team inspector	Art and design Areas for learning in the Foundation Stage	How well are pupils taught?
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a new school, which opened in September 2001 as a result of the re-organisation of schools in Mansfield. The school will be moving to refurbished premises on a new site in the former middle school early in the spring of 2003. The school serves pupils drawn from a wide range of social backgrounds. Attainment on entry is broadly average. There are 351 pupils on the school roll with 31 full time equivalent children in the nursery and ten further classes, seven of which are mixed age. Pupils are predominantly white British origin with 15 pupils of other European origin and three pupils of Asian heritage. There are ten pupils for whom English is an additional language whose first languages are Urdu, Punjabi and Bengali and to a lesser extent Japanese and Spanish. None are at the early stages of English. The school has fewer numbers of pupils who are eligible for free school meals than the national average. There are 57 pupils with special educational needs, mainly moderate learning difficulties, which is higher than the national average but no pupils with statements of educational needs.

HOW GOOD THE SCHOOL IS

Berry Hill Primary School and Nursery is a good school with many very good features. Teaching is effective. The management of pupils' personal development and their academic progress is very good. As a result pupils enjoy coming to school and want to do well for themselves and their teachers. This good and inclusive climate, where pupils experience success and encouragement, has been created by the very good direction of the head, senior management team, subject co-ordinators and governors and by the dedication and skill of its teachers. The tracking of pupils' progress, including those with special educational needs, is a particular strength of the school and is making an important contribution to the well above standards achieved by all pupils.

What the school does well

- Pupils achieve well above standards in English, mathematics and science.
- Leadership and management of the school are very good. They have a good understanding of the school's priorities and as a consequence provide clear direction and implement effective systems. This enables pupils to achieve well.
- Teachers and teaching assistants are good. This is reflected in the high attainment of pupils and the good progress they make.
- Pupils enjoy coming to school and behave very well. They appreciate and value what teachers and other adults do for them. Relationships are very good.
- Pupils feel cared for and valued. The school has very good monitoring procedures, which ensures that pupils' personal and academic progress are very well supported and their needs are identified at an early stage.
- Nursery and reception provide a very good start to the children's education.

What could be improved

There are no main issues, only minor.

- In subjects other than literacy and numeracy:
 - improve the consistency of marking,
 - achieve a better match of tasks to pupils' prior attainment.
- Information to parents about the progress of their pupils.
- The consistency of some teaching.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

This is a new school and therefore there is no previous inspection report for comparison. The most pressing issue for the school has been to create a coherent primary school, while also planning to move to a new site. They have succeeded despite many difficulties, often beyond the school's control. The key features in achieving this have been:

- Developing an effective management structure. The senior management team is coherent and represents key areas of the school. Co-ordinators are committed to improvement in their subjects and many show good qualities of leadership.

- Identifying accurately the priorities facing the new school and communicating these effectively to staff, parents and governors.
- Early identification of pupils with special educational needs and effective systems for enabling them to make good progress.
- Tracking, target setting and review for all its pupils, which effectively supports the progress made by its pupils.
- Establishing a calm, orderly and stimulating climate for productive learning.
- Ensuring that pupils feel valued and cared for and that the school has high expectations of them.
- Providing a coherent curriculum to cover all years.

Some minor issues remain for improvement:

STANDARDS

There is no previous information on National Curriculum test results as Berry Hill Primary School and Nursery is a new school, which opened in September 2001. It is therefore not possible to compare the performance of the school with all schools nationally or to similar schools at this time. However, information of pupils' ability on entry shows children to be average in literacy and mathematical skills compared to other schools in Nottinghamshire. Evidence from the inspection shows that by the time they are five most pupils reach and some exceed, the expected learning goals. In the National tests in 2002, at the end of Year 2, 94 per cent of pupils achieved the expected Level 2 or more in English, 97 per cent in mathematics and 100 per cent in science. This represents very good attainment and progress. The picture at the end of Year 6 was more complicated as under the re-organisation proposals the school received an additional number of Year 6 pupils who had not attended the former Berry Hill First School and many of these additional pupils had not achieved as highly as the former Berry Hill pupils. At the end of Year 6, 65 per cent of pupils achieved the expected Level 4 or above in English, 53 per cent in mathematics and 72 per cent in science. This represented low attainment but was understandable in the context of a new cohort of pupils, many of whom had been lower attainers at the schools from which they were drawn. Comparisons between the pupils who had attended the former Berry Hill First School and those pupils who came from other first schools show that the pupils of the former Berry Hill School performed better and the majority achieved or exceeded the expected two level improvement between the end of Year 2 and Year 6.

A scrutiny of work and lesson observations shows that the current Year 2 and Year 6 are attaining well above average in English, mathematics and science. Targets for 2003 for Year 6 are 89 per cent in English and 91 per cent in mathematics. On current performance the school is well placed to achieve these targets. In history and geography pupils are above the national expectations in Years 2 and 6, above in art in Year 2, and in line in Year 6. In music, physical education (PE), religious education, design technology and information and communication technology (ICT) pupils are in line with national expectations in Years 2 and 6 and progress is good. Pupils' progress in PE and ICT is satisfactory but limited by the lack of appropriate accommodation and resources. Plans to improve this situation are ready for implementation in the new school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy coming to school and expect to work hard.
Behaviour, in and out of classrooms	Very good. Pupils understand very well the differences between right and wrong and behave very well in lessons and other areas of the school.
Personal development and relationships	Very good. Pupils respond very well to guidance and work very well together and with their teachers.
Attendance	Satisfactory. The school's systems to improve attendance are good.

The school has worked hard to develop the social skills of its pupils and to foster their personal development. The behaviour of pupils is very good and this is evident in their attitude to work, to one another and in their relationships with adults in the school. This ensures a calm, orderly and

productive atmosphere in the school. Attendance is satisfactory; most authorised absences are due to illness or parents taking their children on holiday during term time.

TEACHING AND LEARNING

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

The majority of lessons were good or very good. There was no unsatisfactory teaching. Teachers know their children well and plan lessons accordingly. The tracking system and setting targets for individual pupils, including pupils with special educational needs, is a successful feature of teaching. In the better examples teachers paced the learning well and provided a good range of listening, talking and independent activities. Lessons had clear learning objectives and these were reinforced with summary sessions at the end of lessons. Teaching assistants provide well-focused support. Most staff are skilled in teaching literacy and numeracy and these basic skills are taught in many different subjects other than English and mathematics lessons. However, marking is inconsistent as well as planning different tasks for different abilities of pupils in subjects other than English and mathematics and the general skills of managing pupils' learning needs some improvement in a minority of lessons.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a broad range of learning opportunities with an emphasis on literacy and numeracy.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs are identified early and appropriate strategies are put into place.
Provision for pupils with English as an additional language	Very good. Pupils with English as an additional language are well integrated into lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. The provision results in pupils showing good social skills, moral and spiritual awareness. There are many opportunities to understand different cultures and pupils show considerable respect and tolerance as a consequence.
How well the school cares for its pupils	Very good. Procedures for child protection are good. Their personal development and academic welfare are effectively looked after. As a result pupils feel valued and secure.
Partnership with Parents	Good. There is good two-way communication between home and school, which contributes to the good achievement of pupils.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides clear direction and is ably supported by the deputy headteacher, senior management team and co-ordinators, who provide good leadership. There is a strong commitment to high expectations.
How well the governors fulfil their responsibilities	Satisfactory. The governing body provides sound support for the school and they are developing ways through a co-ordinated plan to improve their knowledge and skills to monitor the work of the school.

The school's evaluation of its performance	Very good. The school has a range of procedures to enable it to monitor standards and the quality of teaching and learning.
The strategic use of resources	<p>There are sufficient staff to meet the requirements of the National Curriculum and religious education. Resources for subjects other than ICT are good.</p> <p>There is a good understanding of what is needed to develop the school and spending is carefully considered and monitored. Accommodation is inadequate currently, which limits the rate of progress in PE and ICT.</p>

The school has had many difficult challenges to overcome through re-organisation and the move to a new site. However, much has been accomplished in a short space of time. They are aware of the need to ensure consistency in the forthcoming years. The school has sensibly retained some of their budget to meet the needs of the new school while not ignoring the needs of pupils currently at the school. In this way best value has been assured.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good standards pupils achieve, especially in literacy and numeracy. • The way pupils of all abilities are challenged and the sensitive and caring way in which extra support is given to less able pupils. • The approachability and accessibility of teaching staff. • Pupils' positive attitudes and behaviour, which are well promoted by school. • The rewards for high attendance and the way in which the small number of racist and bullying incidents are handled. 	<ul style="list-style-type: none"> • The quality of information provided about pupils' progress – through consultations and annual reports. • The range and reliability of extra-curricular activities. • Limitations in ICT and PE provision, due to current accommodation limitations.

Inspectors agree with parents that standards of literacy and numeracy are good, that the school provides a caring atmosphere in which pupils behave well, that relationships are good between all members of the school and pupils are given the help they need. The information of pupils' progress that the school provides for parents is satisfactory overall but needs to be clearer and more regular. The range of extra-curricular activities was limited in the first year of the school due to the pressure of important priorities but the school is now organising a greater number of opportunities for pupils to develop their interests and skills. The limitations on developing ICT and PE skills have been due to accommodation difficulties beyond the school's control. Improvements have been planned for inclusion in the new school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Testing of pupils on entry to the school shows that the attainment of pupils is average in social and physical development and in literacy and mathematical skills. The current year group on entry to nursery is slightly below in mathematical ability but information on the intake of previous years shows pupils to be average compared to all schools in Nottinghamshire. Girls enter school with better literacy and mathematical abilities compared to boys. Nevertheless the boys are in line with the averages across the county. There are a high number of pupils with special educational needs but they are predominantly moderate learning difficulties. Pupils with English as an additional language are confident speakers of English. There are no pupils with statements of special educational needs. The school draws its pupils from diverse social backgrounds.
2. Higher attaining pupils achieve well as illustrated in the higher number of level 3s the school achieves at the end of Year 2. Higher attainers in Year 6 also achieve in line with their potential although last year's result were disappointingly low because of the influx of additional Year 6 pupils from other schools, many of whom were lower attainers. Low attaining pupils receive appropriate work due to the good quality of planning which matches well the task to the ability level. This is particularly the case in the core subjects of English, mathematics and science but needs to be consistently used in all other subjects. Pupils with special educational needs make good progress as a result of effective provision, particularly the early identification of needs. There are no pupils with English as an additional language at an early stage of acquisition and they are well integrated into mainstream lessons. There is no appreciable difference between the performance of boys and girls.
3. By the time children are five most pupils have reached the expected early learning goals and a good number have exceeded them. Some children in the reception class have started the National Curriculum and are already achieving Level 1 in English and mathematics. This is a result of the well focused and stimulating activities that children experience in the nursery.
4. Results of the National Curriculum tests at the end of Year 2 in 2002 show the proportion of pupils achieving the expected level or better was in English (94 per cent), mathematics (97 per cent) and 100 per cent in science. Many pupils also attained well at the higher Level 3 in these three subjects. As Berry Hill is a new school, there is no information available at this stage in the school year to compare the school's results with those nationally or those schools that are similar. On the basis of these results, however, the school on current performance is above or well above the national averages and well above compared to similar schools. Evidence from the inspection shows that pupils at the end of Year 2 continue to attain well above and that their progress is very good.
5. At the end of Year 6, the national test results show pupils to be performing overall below national expectations. However, the school received a large additional number of pupils from a variety of first schools in the first year of re-organisation, including pupils who had previously attended Berry Hill First School. This arrangement was for one year only and is not to be repeated. As a consequence the results are unique to 2002. Many of the additional pupils who were not former Berry Hill First School pupils attained less well, with many of them performing at below the expected level. By contrast the former Berry Hill pupils not only achieved the expected levels but a significant number exceeded the national expectations. However, the achievement of the high attainers was insufficient to compensate for the lower attainers and results were overall below national expectations. In English, only 65 per cent of pupils achieved the expected Level 4 or above, 53 per cent in mathematics and 72 per cent in science. Nevertheless, evidence from the inspection shows pupils in the current Year 6 to be well above expectations and the school is therefore in a good position to achieve its targets of 89 per cent in English and 91 per cent in mathematics in 2003.

6. Much of the success in attainment is due to the very good systems in place for identifying learning needs and setting targets for each pupil to improve, including special educational needs. Pupils understand their targets, which are regularly monitored. Information on pupils' attainment is effectively used to plan work in literacy and numeracy and is beginning to be regularly used in other subjects. Pupils with English as an additional language are well integrated into lessons and teachers ensure their regular participation in speaking and listening opportunities.
7. Effective monitoring also means that pupils with special educational needs are identified early and an appropriate programme of work devised for them. Their targets are expressed in terms they understand and their parents are fully informed of their progress. Outside support and teaching assistants are sharply focused on helping these pupils. Meticulous records are kept so that their progress can be effectively monitored and plans amended should it be necessary.
8. Standards in English in Years 2 and 6 are well above national expectations and pupils make good progress. A significant number of pupils attain the higher levels at the end of Years 2 and 6. This is due to the effective implementation of the National Literacy Strategy, good teaching of English across the subjects, good tracking procedures of pupils' progress and the effective leadership of the subject.
9. In mathematics by the end of Years 2 and 6 pupils are attaining well above the national expectations and are making good progress. This is a consequence of confidence in teaching the numeracy strategy, good planning to meet the needs of different abilities of pupils and the very good leadership of the subject. Pupils with special educational needs and English as an additional language make similar progress.
10. In science attainment is well above the national expectations at the end of Years 2 and 6 and is a consequence of good planning, teaching and leadership of the subject.. Evidence from the inspection shows that the current Year 6 is well above average and is therefore well placed currently to achieve high results in the 2003 tests.
11. Standards in information and communications technology (ICT) are in line with expectations at the end of Years 2 and 6 and progress is satisfactory. Staff have completed their training and ICT is widely used across the curriculum. This is a good achievement for the school has deliberately withheld spending on ICT until they have completed the move to the new school. As a consequence pupils' progress is satisfactory but currently limited because of this factor beyond the school's control.
12. By the end of Year 2 pupils' attainments are above the nationally expected levels in history, geography and art and design and in line in design technology, physical education, religious education and music. Pupils make good progress in all these subjects.
13. By the end of Year 6 pupils are above expectations in history and geography and in line in art and design, physical education, religious education, ICT, design technology and music.

Pupils' attitudes, values and personal development

14. Pupils show very positive attitudes towards school and their work, behave very well, form very good relationships and their personal development is very good. The very good provision for pupils' personal development and the good partnership with parents make significant contributions to these very positive attitudes and values.
15. Pupils' attitudes to school are very good overall. Based on questionnaire returns, it is clear that nearly all pupils like school, which plays an important part in their lives. Most look forward to returning to school at the end of holidays. For example, a group of Year 6 pupils consider that meeting friends and the way their views are taken into account by adults make significant contributions to their very positive views. They also like the way most class teachers encourage them and make their learning interesting. In nearly all lessons pupils listen and concentrate very well, answer the questions they are asked and start promptly on their individual work. Pupils' favourite subjects and lessons are those where they are practically involved, such as physical education, art, design technology and experimental science. For example, Year 6 pupils speak positively about their recent science work on pulse rate. A significant majority are

also positive about numeracy and literacy lessons. The best attitudes and behaviour occur in lessons where expectations are high, work is demanding and pupils are busy and engaged in a variety of activities, which provide the right level of challenge for them. Special educational needs pupils are very positive about the extra support they get.

16. Behaviour in classrooms, during lunchtime and playtimes, is very good overall. The very good and reliable behaviour of nearly all pupils is an important element in the prevailing positive atmosphere for learning. In most lessons, nearly all pupils are very well behaved. In a few lessons, teachers still need to address the behaviour and attentiveness of a few pupils. Prior to moving in groups, pupils form orderly lines and move about in a calm and responsible way. There is no sign of any bullying, racist or sexist behaviour. Parents and pupils confirm that bullying incidents are rare and usually very well handled by staff. They also speak very positively about the high level of racial harmony. Whilst there were fixed term exclusions in the previous school year, this was exceptional. Parents' questionnaire responses fully support this very positive picture, with all parental responses positive about pupils' behaviour. Pupils take good care of property and resources and help keep their school in an attractive condition.
17. Relationships between adults and pupils and among pupils are very good overall. Adults act as good role models. Teachers value pupils' work and most effectively praise effort and good work. For example, pupils in Year 6 spoke positively about the support they get from teachers and the fair way in which they are treated. As a result, pupils are comfortable in expressing views and asking questions of their teachers. This assists their learning. Very good relationships among pupils, including those with special educational needs and those for whom English is an additional language, is a positive feature. As a result, pupils become increasingly able to work well in pairs and small groups, supporting each other's learning through paired discussions and explanations.
18. Pupils' personal development is very good overall. The very good provision for pupils' moral and social development as well as the good spiritual and cultural provision make a key contribution. Most pupils know and calmly carry out the daily routines expected of them. They enjoy speaking with visitors. When questioned in groups, Year 6 pupils are comfortable listening to different views expressed by others. They show respect for feelings, values and beliefs of others. For example, pupils show concern for others, if they are ill or otherwise upset. Pupils regularly and without prompting, hold doors open for each other and adults. Nearly all pupils show responsibility by consistently completing their homework to the specified timetable. Pupils become increasingly comfortable in taking wider responsibility as they move through school. For example, junior pupils in a number of classes supported pupils with emotional and behaviour difficulties, through a 'Circle of Friends' initiative. They also regularly help with the collection of money for charities.
19. Attendance is satisfactory. Whilst authorised absence relates primarily to illness and medical reasons, holidays during term time is an important secondary contributor. The unauthorised absence level is broadly in line with the national average. Punctuality is good. Nearly all pupils come to school on time and settle to their work promptly and calmly.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

20. The quality of teaching is good overall. Three quarters of the lessons seen were good or very good and a quarter were satisfactory and there was no unsatisfactory teaching observed. The good teaching in the school is one of the main reasons why standards are as good as they are. There are however some inconsistencies in the general skills of a small number of teachers; for example, a lack of pace in learning and marking in subjects other than literacy and numeracy. In lessons other than English and mathematics different tasks are not always planned to meet the needs of individual pupils in the lessons observed and there is some ineffective management of some pupils. Nevertheless, these lessons were satisfactory because the good features outweighed the weaknesses.
21. The teachers have very high expectations of the pupils' concentration and work rate, and develop very good working relationships with them so they behave very well. The pupils have very good attitudes to their work and to the staff and they are supportive to each other. The efficient management of pupils and well-established routines enable pupils to move from one

task to another with the minimum disruption. A very good feature of teaching is the commitment made by teachers to tracking the pupils' progress and setting targets for improvement. The school improvement plan reflects the commitment of the headteacher to monitor and evaluate teaching in order to improve the quality of teaching. Following monitoring sessions teachers are given verbal and written feedback. The inclusion of classroom assistants in this process reflects the school's commitment to the development of all staff. As yet procedures are related to monitoring specific subjects and this does not ensure the generic skills of teachers are monitored and improved.

22. The teaching in the Foundation Stage is very good overall. The teaching is slightly stronger in the nursery where the lessons observed were all good or very good. This has a significant beneficial effect on the children's learning. The children achieve very well and develop much enthusiasm for learning which prepares them well for the future. This high standard in the nursery is a strong feature of provision in the school. Good use is made of the outcomes of assessment and observation to plan future activities for the children. Reception children share a classroom with Year 1 children. The lessons seen were mainly good with a minor number of satisfactory lessons. The nursery staff are a committed and enthusiastic team who work very hard to provide an exciting range of activities for the children. They are very caring and ensure the needs of all the children are met. All children are fully integrated and the staff make good provision for children with disabilities. They make sure the children make rapid progress in developing early language and literacy skills. Very effective learning takes place because adults are continually monitoring, assessing and supporting the children.
23. In Years 1 and 2 the teaching is good overall with many very good lessons observed. This is why the pupils' achievements and progress are good by the end of Year 2. The teachers give much time to planning and preparing lessons to interest pupils and extend their learning. The pupils respond well to the teaching. They listen carefully to instructions and during discussions they offer thoughtful answers and responses. The teachers effectively organise their classrooms to support the pupils' learning. They display key information about spellings, words and numbers. The good quality of the displays of the pupils' work and the use of ICT in making labels and captions sets a good standard for the pupils.
24. In Years 3 to 6 teaching is good overall with lessons ranging from satisfactory to very good. The teachers have concentrated on providing activities which challenge pupils in Years 5 and 6 as a result of evaluating provision during the first year as a primary school. The teachers have high expectations of the pupils and expect them to produce their best work. The teachers are experienced, and most have a very good knowledge of the subjects they teach. For example, in a good art lesson in Year 3 and 4, the teacher explained very clearly to the pupils what she expected them to learn and recapped previous learning on the work of the artist, Mondrian. The teacher focused the pupils on the ideas they were to use and the resultant illustrations were of a high standard.
25. The mainly good teaching in English and mathematics results in the well above average attainment of the pupils by the end of Year 2 and Year 6. A real strength in English is the subject knowledge of the teachers. Pupils make good progress in the literacy sessions because the lessons are based upon what pupils need to learn and activities are clearly focused on the range of abilities. In less effective lessons the work presented is not always matched to the range of pupils' abilities; for example, in a Year 1/2 lesson when higher-attaining pupils were insufficiently challenged. Teachers use time well to work with specific groups of pupils and effective use is made of classroom assistants' time in the lessons to work alongside the pupils.
26. In mathematics the pupils work in ability sets and the strategy is effective in meeting the needs of the pupils. There are particular strengths in the teachers' planning and the effective use of checking procedures and observations to guide the pupils' future learning. Numeracy lessons are well managed and time is mostly used well. Most teachers have a good knowledge of mathematics although there are some weaknesses in subject knowledge in one Year 3/4 set. Pupils make good progress because teachers discuss with them areas where they can make improvements in their work and check their understanding. Pupils' progress in English and mathematics is further developed through the attention given to teaching these subjects through other subjects of the curriculum.

27. Teachers plan for the integration of all pupils in all activities and use appropriate strategies in classrooms to ensure that there is equality of access to the curriculum for all pupils. Planning to meet the needs of all abilities is sometimes inconsistent in a minority of subject areas. These strategies are very effective. Teachers are good at involving all pupils in lessons and enabling them all to learn. They plan carefully for individual needs and use classroom learning support assistants to provide additional support to ensure that all pupils make progress.
28. Teachers reinforce the pupils' understanding of the need to practise to get better in their work. They are very effective in helping them to do this in both lessons and homework. The pupils are expected to take their reading books home and conscientiously complete their homework.

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

29. The quality and range of learning opportunities are good overall. The school has successfully developed a detailed and comprehensive curriculum after only one year of being open. The curriculum meets statutory requirements and is broad and balanced and based on appropriate programmes of work in all subjects, based on national guidelines. These programmes are complemented well by an overall curriculum map, which shows the distribution of subject topics across the school. History and geography have been well organised on a two year rolling programme to avoid pupils in mixed-age classes repeating the same work. Medium and short term plans give details of the learning objectives and activities matched to abilities of pupils. This latter aspect is well embedded in literacy and numeracy and is developing well into other areas of the curriculum. This enables teachers and teaching assistants to focus their support accurately on the progress of individual pupils. The curriculum is constantly under review both at senior level and key stage level. This has resulted in developing topics that complement one another so that pupils experience their curriculum more coherently, for example a local history topic on mining is combined with their study of geography. Planning is done collaboratively, which helps to provide a similar curriculum for all pupils
30. The work is planned in blocks of time so that pupils receive a balanced provision in subjects without over-long gaps between subject topics. Planning is done collaboratively to ensure pupils receive a similar curriculum and is monitored to ensure that pupils make good progress. Marking in English, mathematics and science is good and provides clear information to help pupils improve. This is less frequent in other subjects of the curriculum but is already being tackled, as the new term gets under way.
31. Science is very well organised and the monitoring of pupils ensures they make good progress. A particular strength of the science teaching is the emphasis the school places on the development of pupils' investigative skills.
32. Other subjects are well provided for and only in ICT and PE is progress limited but nonetheless satisfactory. Plans are already prepared for the development of these two subjects, which will be implemented once the school has moved to its new building.
33. The school provides a curriculum in which pupils enjoy a high degree of access and opportunity. The inclusion of all pupils, particularly those with special educational needs, is impressive. The school has very good monitoring procedures, which identify pupils in need of support at the earliest opportunity. Individual education plans are written clearly, with a few but important objectives. This procedure enables pupils, parents and teachers easily to understand what needs to be done. Support from teachers, teaching assistants and outside agencies is well managed. Targets for these pupils are regularly reviewed to ensure that they are being met. Pupils with English as an additional language are confident speakers in English and are well integrated into every lesson.
34. Parents express strong support for the way in which the school organises the curriculum. They provide a strong commitment and contribution to their children's education. Homework is clear, sufficient and develops their children's knowledge and understanding.
35. Provision for extra-curricular activities is satisfactory. The school offers a range of sporting and interest clubs after school. In sport there are football, gym and dance clubs, while pupils'

personal development is enhanced by choir, craft, drama, recorders, art and French clubs. Some parents remarked that these ran a little erratically last year as the school faced many challenges in its first year of re-organisation.

36. The school has satisfactory links with the wider community, which effectively contribute to pupils' learning. Pupils visit Perltorpe Environmental Centre for geography, Snibson Discovery Centre for science, White Post Farm Park for geography and visitors from Nottingham Castle in the study of Victorian toys. Visitors to the school included an ex-miner and World War Two evacuee for the pupils' history studies.
37. The physical, social, health and citizenship programme (PSCHE) for pupils is good. It includes appropriate attention to sex education and drugs misuse. Class discussions in 'circle-time' provide valuable opportunities for pupils to explore difficult issues in a supportive and secure environment. During these sessions, pupils learn to respect each other's views and to find ways of managing their behaviour. The importance of healthy eating and exercise are also explored as part of the PSCHE programme.
38. Links with the secondary school are at a rudimentary stage because of re-organisation. However, the school is preparing pupils for their next stage in their education and liaison arrangements are planned.
39. Pupils' personal development overall is very good. Pupils' spiritual awareness is good. They show enthusiasm for exploring ideas, for example when one pupil changed the position of a drum during a music lesson and was delighted by the sound it produced. In an English lesson pupils' sense of horror was evident after seeing a video of the witches in 'Macbeth'. In an art lesson pupils showed amazement at the effects of their printing tiles on paper. Pupils are encouraged to think about their own uniqueness, their relationships to others and of the wonder of creation. They are tolerant and respectful of other people's beliefs through religious education lessons where they learn about different religions. Older pupils are asked to think about the sorts of question they need to ask about different faiths. They are provided with and respond well to the regular opportunities for reflection, both in assemblies and in the course of the school day. As pupils progress through the school they show greater maturity in thinking about their own behaviour and the feelings of others.
40. Pupils' moral development is very good. Teachers have high expectations and pupils rise to meet them. Relationships are based on mutual respect and this permeates all aspects of school life. Pupils' opinions are asked for and valued. This is a particular strength of the school and contributes to a positive climate for learning. As a result pupils feel confident in their teachers and in their relationships with one another. They are aware of the impact their decisions have, whether it be on another individual or on the community in which they live. They are particularly aware of their responsibilities to their immediate environment through ensuring litter is picked up or to the need to conserve the resources of the world through their work in geography. Their work in history also enables them to confront moral dilemmas that occurred in the past and in different types of societies. As a result pupils show awareness of the need for rules for themselves and society to live by, based on tolerance and respect.
41. Pupils' social development is also very good. They participate in making the rules for their classes and encourage and remind others when someone forgets. They show care and concern for one another when playing and working together. 'Circles of Friends' help children when they have a problem and all children show trust in their teachers to help resolve difficulties. The school council provides good opportunities for pupils to discuss and offer improvements in their school. Opportunities are offered to think about those less fortunate and pupils respond well to these discussions. Pupils feel they can talk openly and honestly in classroom settings. Above all, pupils enjoy coming to school and feel secure, cared for and valued in the school community.
42. Pupils' cultural development is good. Visits to sites of outside interest and the range of out-of-school clubs enhances their understanding of the subjects they learn in lessons. They show good understanding of other cultures and beliefs through their religious education lessons. Other cultures permeate many aspects of school life. The content and presentation of books provides a representation of the diverse world in which they live. A good range of musical instruments from other cultures enchants the children with the diversity of sounds they produce.

Pupils are stimulated in art by drawing their inspiration from art of other cultures, for example in Aboriginal art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. Procedures to promote and ensure pupils' well being are good. The school has good arrangements for induction to nursery, reception and other classes. Transfer arrangements to the secondary school, for most pupils, are currently under review, with a view to improvement owing to the reorganisation of schools in the authority. Pupils confirm that they are well cared for when they are ill or otherwise distressed. There are good links and involvement with outside agencies, such as social and health services. Child protection procedures are good. The procedures to follow and the designated staff member are known by adults in the school. Pupils are made appropriately aware of this issue as part of their personal and social education.
44. Procedures to ensure pupils' health and safety are good overall. Teachers make pupils aware of health and safety issues in lessons, as in physical education and science. This effectively contributes to the development of a safety-conscious attitude among them. The practice of staggering the times of playtime and lunchtime, for infant and junior pupils, makes the playground a safer and more enjoyable place for pupils of all ages. Site inspections, involving a governor, are a positive feature. Fire alarm testing and the inspection of portable electrical equipment are routinely carried out. Fire drills are carried out regularly. First aid arrangements are well established and appropriate.
45. Procedures to monitor and promote good behaviour and discipline are good overall. The updated behaviour policy provides a coherent basis for pupils' behaviour, discipline and personal development. The main emphasis is on recognising and rewarding good behaviour and nearly all pupils respond positively. The involvement of pupils in making their classroom rules is a good feature. In most lessons, good use of praise is a routine feature. Good behaviour is recognised in weekly assemblies. Measures to create and maintain discipline are appropriate, proportionate and consistently applied by most staff.
46. Procedures for monitoring and eliminating oppressive behaviour, including bullying and racism, are very good overall. The few pupils with significant behaviour difficulties are clearly identified and behaviour improvement plans are well used to support them. There is a clear set of sanctions, in relation to classroom and playground behaviour. The lunchtime staff feel well supported by teaching staff and the headteacher in relation to playground incidents. Parents are very effectively involved where concerns arise. Pupils confirm that they feel comfortable reporting rare incidents of racism, bullying or other anti-social behaviour. Parents and pupils confirm that the measures taken to resolve such cases are usually very effective.
47. Procedures to monitor and improve attendance and punctuality are good. The headteacher is fully aware of the small minority of pupils with persistent attendance and punctuality difficulties. The Educational Welfare Officer provides good support in addressing these cases. Recognition of termly and annual full attendance of individuals has a high profile at celebration assemblies. Full class attendance is celebrated on a weekly basis, whilst significant improvement in pupils' punctuality is also recognised. Where pupils are absent for significant periods, parents are usually informed about the work that has been missed. However, the register guidance provided by the local education authority does not provide code letters to break down authorised absence by category. As a result, analysis of authorised absence by category is hampered and involves additional workload for the school.
48. The school has worked very hard to implement procedures for assessing pupils' attainment and progress, particularly in English, mathematics and science, which are very good. In addition to the national tests at the end of Years 2 and 6, optional testing is carried out in the juniors to cover aspects of English and mathematics. Other, more formal assessments are made at regular intervals. For example, a piece of written work for each pupil is assessed every half-term. Assessment data in English, mathematics and science is analysed carefully. It is used very effectively to monitor pupils' academic progress throughout the school. This enables individual targets to be set, and reliable predictions of where pupils should be at the end of the next academic year. This system works very well in identifying potential problems. Teaching staff refer to these as 'red alerts'; this is when a pupil goes off track and needs extra support.

The monitoring system also alerts staff to those pupils who have reached their targets early. In those situations an additional level of challenge is built in. Staff use the wealth of assessment information they gather very carefully to inform their planning; This ensures pupils are assessed appropriately during lessons, and teachers are clear about what pupils can and cannot do. Overall, the assessment procedures in this school are very effective and a strength of the school.

49. Procedures to monitor and support pupils' personal development are very good. The prevailing atmosphere of fairness and respect for pupils' views provides a very positive basis for pupils' personal development. Pupils and their needs are well known to staff. Pupils' achievements, good attendance or when representing school and outside school, are regularly celebrated in assemblies. This recognition provides pupils with public confirmation of what is good in their lives and helps raise their self-esteem. The personal social and health education programme makes a good contribution to pupils' personal development. In classes, pupils are given a good range of responsibilities. Parents are very positive about the school's part in helping pupils become mature and responsible.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. There is a good partnership between the school and its parents. This makes a good contribution to the quality of education provided and the standards achieved, both in subjects and pupils' personal development. Nevertheless, a significant minority of parents would value clearer and more regular information about their children's progress.
51. Overall parents are positive about what the school provides and achieves. Around a ninth of parents replied to the questionnaire and 11 attended the pre-inspection meeting. They are particularly positive about pupils' achievements in literacy, numeracy and art. Nearly all respondents confirm that their pupils like school and make good progress. They consider that the school has high expectations and helps pupils become more mature and responsible. They are positive about the teaching and pupils' attitudes and behaviour, which are well promoted by school. Most feel comfortable approaching school with suggestions, questions or concerns. They value the accessibility and approachability of staff. Most are positive about the homework levels and the clear associated arrangements. However, based on the questionnaire returns, a small minority do not feel well informed about their pupils' progress and do not consider that school provides an interesting range of activities outside of lessons. They justifiably feel that there are limitations in provision for ICT and physical education, associated with the current accommodation. Inspection findings fully support their positive views. Inspectors agree that a simple indication of how well pupils are doing would significantly improve the quality of pupils' annual reports. Some parents would like to see more consultative evenings, so that they all have an opportunity to be briefed on pupils' progress half way through the school year, while there is still time to influence progress. This issue is particularly significant for parents, who do not drop off or collect pupils from school. The range of extra-curricular activities is typical of what is normally seen.
52. Links with parents make a good contribution to pupils' learning. Parents value the accessibility and approachability of staff. Pupils have well used homework diaries, which provide a clear outline on the homework set and also act as a good, routine medium of communication between school and home. Parents are fully involved where there are concerns about pupils' progress, behaviour or attendance. Good arrangements are in place for induction to nursery and reception classes. School related information is of good quality. Regular newsletters, supplemented with other letters and notes, keep parents well informed about on-going school life. The prospectus gives a clear outline of school's expectations and character. The governors' annual report effectively informs parents on the work of governors.
53. The quality of information to support pupils' progress is satisfactory overall. Parents are provided with effective curriculum outlines on a termly basis. The quality of pupils' written annual reports is satisfactory. Reports convey a clear sense of what pupils are doing and give a clear indication of pupils' personal development. In most reports, targets are systematically identified in the tested subjects, together with areas for improvement in attitudes, where needed. However, they lack a clear indication of how well pupils are doing and whether the

academic progress they are making is good enough. As a result, some parents justifiably feel reports are bland and lack context for the identified targets. The practice of getting parents to comment, in writing, on the reports is a positive feature.

54. Parents' involvement with the work of the school makes a good contribution to pupils' learning and the life of the school. Parents are keen for their pupils to do well and most ensure pupils routinely complete their homework. Nearly all respond to individual requests to discuss issues, such as pupils' progress, behaviour and attendance. In most year groups, most pupils are represented at the parents' evenings and many parents make written comments on the annual reports. Parents of special needs pupils attend their reviews. Many parents attend and enjoy Christmas performances and assemblies and recognise a range of pupils' achievements. The parent teacher and friends' group provides good support by organising a range of social and fundraising events, such as fairs, family discos and fun runs. These activities also help to establish and maintain good informal links between staff, parents and pupils, as all parties are involved in many of the events. The events, therefore, also contribute to pupils' wider social and personal development and the positive sense of community that prevails.

HOW WELL IS THE SCHOOL LED AND MANAGED?

55. The leadership and management of the school by the headteacher and key staff are very good. They have faced considerable disruption in the lead up to re-organisation and its first year as a new school. Through the clear direction provided by the headteacher, deputy headteacher and senior management team, the commitment of subject co-ordinators and governing body and the dedication of its teachers, problems have been overcome and the school has established itself as a coherent primary. Performance management is securely in place and targets are regularly reviewed. There are some inconsistencies in the quality of teaching, which the school is aware of.
56. The school has an effective senior management team, which draws on the key areas of the school - the Foundation Stage and special educational needs are represented, with Key Stage co-ordinators providing a valuable layer of management. The team is well co-ordinated by the headteacher and deputy headteacher. They have been instrumental in accurately identifying what the new school has needed to do and implementing the systems to achieve this. They have initiated a whole curriculum for the school covering all the requirements of the National Curriculum, the Numeracy and Literacy Strategies and other cross-curricular requirements such as personal, social, health and citizenship education. Most significantly, the school has put in place a very effective tracking system to monitor the progress of its pupils. Information is used to identify at an early stage pupils in need of additional support and to initiate individual educational plans. All pupils are aware of their targets in literacy and numeracy and teachers use this information effectively to plan their work. This good learning environment is very well supported by high expectations of behaviour and academic performance. There are sound systems in place that have brought a new staff together and to feel a shared commitment to the new school. Appropriate priorities are identified through the school development plan and the active participation of all contributors. They have ensured that the current pupils have a stimulating and attractive environment in which to learn despite the imminent move to a new site. At the same time they have sensibly withheld some capital expenditure to ensure the new school is properly equipped, for example in the construction of a computer suite.
57. Subject co-ordinators play an effective role in raising the standards of pupils' attainment. All have a strong level of commitment to their subject responsibilities and have a clear view of how their subjects are to develop, particularly in English, mathematics, science and information and communication technology. They negotiate a budget and are given the responsibility of monitoring it. They monitor the planning in their subject area and contribute their expertise. Some co-ordinators also monitor the work of pupils so that they have an overall view on standards but this is not consistent across the school.
58. The special education needs co-ordinator provides very effective leadership for this area of the school's work. Good monitoring systems have ensured that cases for early intervention are identified. Progress is well supported by clear and manageable targets and support staff are well deployed.

59. Governors are improving their skills and knowledge of the school through a series of training programmes and some direct involvement with the school. A core of governors are well acquainted with the priorities facing the school and they have identified their training needs through a development plan - for example on the interpretation of school performance data and budget monitoring. A limited number of focused visits are made by governors - for example in special educational needs, safety surveys and ICT - but there are no planned or regular visits made with specific curriculum objectives. Financial spending supports school priorities, for example on ICT and book provision and the support of pupils with special educational needs. A good balance between spending on the current pupils, while bearing in mind the need to develop the facilities at the new site, particularly the expense of networking the new site for ICT and the purchase of computers. The school will also be required to contribute to the refurbishment of the new school. The school makes adequate use of information and communication technology to support the management of the school, despite the current limitations imposed by the building.
60. The school has a suitable number of qualified teachers for the teaching of the National Curriculum and religious education. Teaching assistants contribute well to the progress made by pupils. They have a good knowledge of the needs of the pupils and provide well-focused activities to sustain improvement. Teachers work well together and plan collaboratively.
61. Accommodation has been maintained at a high standard. The school building and its grounds are clean and attractive despite the imminent move to a new building. The caretaker and cleaners ensure that pupils come to learn in a bright environment and teachers ensure that classrooms are stimulating and a good support for learning. Inevitably, in a school designed for first school pupils there are current inadequacies; for example in the low-roofed hall, which limits the range of physical education and in the provision of computer equipment, which limits opportunities to develop further information and communication technology skills. Otherwise, resources are good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. There are no key issues for the school but there are a number of minor issues. The headteacher, governing body and staff of the school should:
- (1) In subjects other than literacy and numeracy:
 - improve the consistency of marking,
 - achieve a greater match of tasks to different abilities of pupils.
 - (2) Improve the consistency in teaching.
 - (3) Improve the clarity and frequency of information to parents regarding the progress of their children.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	58
Number of discussions with staff, governors, other adults and pupils	41

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	18	25	15	0	0	0
Percentage	0	31	43	25	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	31	320
Number of full-time pupils known to be eligible for free school meals	0	53

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils school action	0	49
Number of pupils school action plus	1	8

English as an additional language	No of pupils
Number of pupils with English as an additional language	10

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	25
Pupils who left the school other than at the usual time of leaving	23

Attendance

Authorised absence

	%
School data	6.22
National comparative data	5.6

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

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
253	16	0
0	0	0
15	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
2	0	0
18	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	13
Number of pupils per qualified teacher	25
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	126

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	31
Total number of education support staff	2
Total aggregate hours worked per week	51
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Financial information

Financial year	01 - 02
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	£
Total income	442,213
Total expenditure	416,252
Expenditure per pupil	1,179
Balance brought forward from previous year	87,289
Balance carried forward to next year	113,250

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
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	351
Number of questionnaires returned	38

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	32	5	0	0
My child is making good progress in school.	50	45	5	0	0
Behaviour in the school is good.	45	55	0	0	0
My child gets the right amount of work to do at home.	24	55	11	3	8
The teaching is good.	50	45	5	0	0
I am kept well informed about how my child is getting on.	34	37	24	3	3
I would feel comfortable about approaching the school with questions or a problem.	48	46	6	0	0
The school expects my child to work hard and achieve his or her best.	47	42	3	0	8
The school works closely with parents.	34	42	16	5	3
The school is well led and managed.	47	39	13	0	0
The school is helping my child become mature and responsible.	39	50	8	0	3
The school provides an interesting range of activities outside lessons.	18	37	24	5	16

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

63. Provision in the Foundation Stage of learning is good overall with very good provision in the nursery. The children enter the nursery in the term following their third birthday and move into the reception year at the start of the term following their fifth birthday. The standard of care for the children and provision for their spiritual, moral and social development are very good.
64. When the children first start in the nursery, their attainment is generally average. The teaching staff make early assessments of the children's needs and plan the curriculum to cater specifically for them. Consequently the children achieve very well. By the time they enter the reception class most children have attained levels beyond those expected for their age. At the end of the reception year the children's attainment is well above average. Most children are already working above the expected levels in all the areas of learning. The children make very good progress in learning because the staff provide an excellent range of activities in a very happy, industrious and exciting environment particularly in the nursery. The concentration on the teaching and learning of the children's basic skills is fundamental to the work in the Foundation Stage and accounts for the very good progress in all the areas of learning.
65. Teaching in the nursery is very good and good in reception. A real strength of the teaching in the nursery is the very effective staff team. The nursery nurses are an integral part of the planned provision and bring much enthusiasm and skill to the children's learning. The good teamwork in the reception class also benefits the children. The staff in the Foundation Stage, including classroom support assistants and nursery nurses, have a good knowledge and understanding of both the needs of the children and the statutory requirements of the Foundation Stage. Adult time is used very efficiently to work directly with the children. Sessions in the nursery are well organised to allow the children to learn effectively in different sized groups. In the reception class, which is a mixed age class with Year 1 pupils, the organisation of lessons is based on subjects and the opportunity for children to make their own decisions about learning is sometimes limited.
66. The staff very successfully meet the needs of all children. Early intervention by staff enables good support to be given to children with special educational needs within the classroom so they make good progress. Children with physical disabilities are given additional adult support to ensure they can participate in most activities. Extension activities are provided for higher-attaining pupils including work in Level 1 of the National Curriculum. The children with English as an additional language are fully integrated and the attention given to cultural development activities reflects the staff's awareness of the contribution these children make as valued members of the group. Parents are encouraged to become involved with the children's learning by sharing activities in the nursery on arrival and sharing books borrowed from the nursery at home.
67. Curriculum planning is very good. The children's learning is well supported by thoroughly prepared activities that are wide-ranging and interesting. In the nursery emphasis is placed on learning through practical imaginative experiences. In the reception year, although activities are planned based on the Foundation Stage curriculum, they are approached more formally through subject specific lessons with less emphasis on practical activities. However the reception class children achieve well. The classrooms are very attractively organised into specific areas of learning with many interesting resources, which most successfully support the children's learning. The nursery accommodation is very good including excellent outdoor facilities, which the staff use with great effect as an additional learning resource.

Personal and social development

68. The children in the nursery and reception class achieve very well in this area of learning because they receive patient, caring and appropriate teaching. Progress is very good because teachers specifically plan activities to promote the associated skills through all the other areas of learning, for example, confidence in physical activities using large equipment. Care and

concern for individuals is well provided for through an ethos, which brings children and staff together in a caring and supportive way.

69. Very well-organised routines, clear expectations and effective strategies to support the children have a positive influence on the children's behaviour and responses. For example, the children are willing participants at tidy-up time because they know the staff expectations and that working together makes the task easier. On admission the children soon realise that good behaviour is expected because the staff take care to give praise and calmly explain why certain behaviours are not acceptable, such as running inside the nursery and being unkind to others. Staff explain reasons for praise and why it is earned. This results in good levels of self-discipline at this young age.
70. Relationships are very positive in the warm and friendly classrooms and help to play a significant part in the children's learning. When children enter the nursery at the beginning of each session they are full of enthusiasm and keen to become involved in the exciting range of activities with the staff and their friends. Enjoyment and confidence as learners are evident as the children immerse themselves as 'paramedics' in the hospital or persevere to find the food in the 'Hungry Humps' game. The children respond positively to new experiences and challenges such as aiming a ball to bounce in a hoop and they are very proud of their achievements. To develop the children's pride in success the nursery staff have assembled an excellent and unusual display with mobile cards identifying the individual achievements of children. The children were eager to show which cards represented their personal success.
71. A group of reception children, well supported by a learning support assistant, began to understand the need to persevere to improve their work as they made a 'pressed print design'. They persevered with very pleasing results. The staff encourage the children to help themselves and only intervene when absolutely necessary, which results in most children becoming very independent. The children in the nursery show a high level of maturity in deciding which activity to choose, in sharing resources and co-operating with others in shared activities such as digging in the garden. In a ball game activity the reception children improvised the resources and used initiative to make up their own game resulting in sustained play. In the nursery the three-year-olds learn much from watching the older children, for example, how to fix construction pieces and find the resources they require. Four-year-olds have a developing confidence to explain what they have done. One boy explained that, to make the triangle shape, he had to connect three pieces together.

Communication, language and literacy

72. Attainment in all the elements of communication, language and literacy is well above average. By the end of the reception year most children have achieved the expected levels and are working within Level 1 of the National Curriculum. This represents very good progress.
73. The children make good progress in their confidence to speak because the staff engage in almost continual conversation with the children. They chat, question and encourage the children to extend what they say. The staff talk clearly and calmly to the children and consistently introduce new words. This results in very successful developing of the children's abilities to use new vocabulary. The children confidently initiate their own conversations because the well-planned activities promote discussion - for example, the ice and sea creatures in water play.
74. The children develop an enthusiasm and interest in books because the staff have the abilities to make stories come alive through excellent story telling techniques. There was much enthusiasm for the story 'Little Bush Baby' when children anticipated the outcomes of the Koala bears' antics. The children, including those from ethnic minority backgrounds, benefit from access to a very good range of books of good quality, including stories from a wide range of cultures. In the nursery the staff make sure children develop their enthusiasm for books by reading stories in small groups to children of a similar ability and by selecting suitably challenging material. In the reception classes higher-attaining children can talk about the characters and read with some confidence and accuracy. Extensive use of clear labels, descriptions and pictures are prominently displayed to encourage the development of early reading skills in the nursery.

75. The availability of well-resourced writing areas promotes the children's interest in writing. The children in the nursery delight in writing messages and making their own symbols. Good improvement is made in writing as the children progress from scribbling on entry to the nursery to writing simple sentences independently in the reception year. Examples of writing from the previous year show higher-attaining children writing several sentences at a standard well above average.

Mathematical development

76. The children's attainment in mathematics is above average because they experience a wealth of opportunities to use mathematics in practical ways and across other areas of learning. Children in the nursery view mathematical learning as fun and delight in using sorting toys to develop their understanding of number. When children in the nursery choose activities for themselves, mathematical activities are always available. In the reception class mathematics is introduced through the numeracy strategy. By the end of the reception year most children have developed a secure understanding of calculation because in the nursery they have experienced practical tasks set in everyday contexts to develop their understanding at the early stages of learning.
77. Four-year-olds clearly understand how to repeat patterns and create them with objects such as beads and this is reinforced in pattern work in creative activities. The staff encourage the children to use mathematical vocabulary as they explain their methods. For example, when a child playing the darts game said he had made ten the teacher encouraged him to explain how he worked that out. The children also use correct mathematical language as they use the mouse to operate a computer program. Much attention is given in the nursery to consolidating the children's understanding through play situations. This ensures the children are fully engaged in their learning and excited about the outcomes. For example, as they play in the sand they learn to compare sizes of containers and when they build with construction pieces they describe the shapes they fix together.
78. In a very good practical mathematical activity, using threading beads, the teacher successfully extended the activity for a higher-attaining child by challenging him to find how many more beads were needed to make 22 when 19 were already on the string. In the same activity a less able child was happily challenged to add one more and count by touching the beads on the string. During the reception year the children's abilities to use estimation in their activities is well developed when they estimate how many objects in a group and compare size.

Knowledge and understanding of the world

79. Most children attain well above average standards by the end of the Reception Year. The children make good progress in their learning because very effective use is made of the outdoor facilities and the staff plan an interesting range of activities for all the elements in the programme. Many activities are planned to promote curiosity. The nursery children investigate in the digging area and find out what happens when you blow across the water in the teapot; the reception children develop their investigative skills through sensory exploration. Throughout the year the staff alert the children to changes in the nursery garden as they observe plants and minibeasts. A particularly interesting activity involves the children in observing the growth of caterpillars to butterflies.
80. The children learn about similarities and differences through their involvement in the study of different places. The children in the nursery make significant gains in learning about places through participation in an excellent range of activities focused on Australia. They can identify unusual animals such as wombats and know that, in Australia, it is hot and sunny at Christmastime while in their country it is mostly very cold. Children begin to develop an understanding of the past as they role-play events related to the Great Fire of London and reception children learn how diaries are records of what happened in the past.
81. The children's technological skills are well developed as they experiment with a range of materials, cutting, gluing and sticking to create a good range of interesting pictures and three-dimensional models. The class computers are well used to reinforce basic literacy and numeracy skills as an introduction to ICT.

82. The staff effectively involve the children in discussions to raise an awareness of their own traditions and those of other cultures. They participated in Jubilee and Muslim celebrations. This has helped the children to learn the need to respect the views of others and raise their awareness of the importance of belonging to a group.

Physical development

83. In all aspects of physical development the children attain well above the standards expected by the end of the Reception Year. The children learn quickly and make good progress because they participate in structured and purposeful activities both outdoors and indoors. Learning is further promoted through the imaginative use of the facilities such as the wide, steep steps in the garden area to practise balancing and climbing skills. The children really enjoy outdoor activities because they are so varied and interesting. Some children play in the large sandpit, use wheeled toys and play lively ball games. Very good provision is made for children with physical disabilities to participate in outdoor activities with the support of staff and other children.
84. The very well-organised outdoor play areas enable the children to climb, crawl, jump, run and hide so they have plenty daily exercise. They also extend their creative development as they act out their adventures in the wooded area and paint on the outdoor surfaces. Reception children make very good use of the space when they practise travelling movements. They show good control as they skip, jump with two feet together and side step when demonstrating different ways of travelling. Reception children have many good opportunities to practise using small equipment such as balls. They responded well to the teacher's guidance, for example, to pull the ball towards the body when catching a ball.
85. The children's abilities to manipulate small tools and use implements such as pencils are well developed because they are taught how to use them correctly and they have frequent opportunities to practise. The staff ensure the children are challenged to develop their skills at an appropriate level through activities which are based on the development of skills. A good example involved improving cutting skills when young children practised cutting straight lines whilst older children cut along zigzag lines, carefully observed and well supported by a nursery nurse. The children use small tools and implements with good attention to safety.

Creative development

86. The children's attainment in creative development is well above the levels expected. The children's progress is very good because they have access to excellent daily activities in the nursery. The children have fewer opportunities to develop their creative skills in the reception class but they continue to make progress because the staff plan activities to build on the skills developed in the nursery. The good teaching in the nursery stimulates the children's interest with lively activities that generate high levels of excitement. For example, when the children work together to care for the sick animals in the vet's surgery. The attention given by the staff to providing resources to promote learning and motivate the children is a strength in this area. Good examples include access to glue of different colours and Australian animals in the vet's surgery to link with the theme such as koala bears and kangaroos.
87. In art work the staff effectively ensure the children learn through their explorations, by discussing what is happening and encouraging the children to name the different materials they use. In a very good texture activity, the children described the feel and the name of materials such as cellophane and sandpaper.
88. Creative skills are further enriched through a wide range of activities in the role play areas when the children use resources imaginatively. The appropriate intervention of staff in the 'hospital play' challenges the children to develop their ideas. This role-play also helps to develop the children's understanding of the need to help others.
89. Music plays a significant part in the children's overall learning and music is played daily in the nursery, sometimes as a quiet signal for the children to begin to tidy up their resources. The children have a good repertoire of songs and begin to sing tunefully in the reception class. Nursery children concentrate to accompany singing in a delightful outdoor session when they

choose an instrument and try to maintain a rhythm. In an imaginative activity with reception children the teacher introduced the idea of notation using symbols to represent body parts and used the cards to guide the children as they created sounds using different parts of their bodies.

ENGLISH

90. Throughout the school, the evidence from the inspection is that standards in speaking and listening, reading and writing are well above the national expectations. Factors that account for these well above standards include the effective implementation of the National Literacy Strategy and the high profile the school gives to the enjoyment of reading and writing. In addition the regular tracking of pupils' writing and the setting of individual targets for all pupils means that progress can be closely monitored and appropriate action taken. The school's target for 2003 is for 89% of Year 6 pupils to reach the expected Level 4 or above. On current performance, the school is well placed to achieve this target. Pupils with special educational needs make good progress in lessons because teachers are very clear about their individual needs and teaching assistants provide very good support. Pupils learning English as an additional language are able to join in with the rest of the class, particularly when answering questions and sharing ideas. They make good progress and the standards of work they achieve are broadly the same as other pupils.
91. Pupils' skills in speaking and listening are well above those expected for their age. Teachers' high expectations for good behaviour and pupils' positive attitudes to learning mean that pupils listen carefully to adults and one another. Most pupils of all abilities are very keen to answer teachers' questions. They speak clearly and use a good range of vocabulary. The best language is developed in lessons where the balance of pupils' and teacher's talk means that pupils have many opportunities to share their ideas and to learn through talking. This was seen to good effect in a Year 5/6 lesson; when sharing an extract from 'Macbeth', pupils were able to justify their understanding of Shakespearean language by referring back to the text.
92. Standards of reading in Year 2 and Year 6 are well above those expected nationally. Regular, small group, guided reading sessions with teachers are clearly helping pupils of all abilities to develop their reading skills. All pupils enjoy reading and are keen to talk about the books they have read and those which they like best. Reading records are kept up to date and provide a useful dialogue with parents on pupils' reading progress. In lessons, pupils are keen to join in with the big book and learn how to respond to the punctuation. More able pupils in Year 2 read fluently and with expression. They are able infer meaning from their reading including such phrases as "let off steam sometimes". Pupils of all abilities can explain how they tackle unfamiliar words by using their knowledge of letters and sounds. Year 6 pupils keep a Reading Journal, which means they can record their responses and reflect on what they have read. They read a wide range of books, including some classic works. They talk confidently about the characters and the plot, work out what they think might happen next and express opinions about their favourite authors. In a Year 3 and 4 shared reading session, pupils were able to explain how characters were built up from small details in the text.
93. Both the older and younger pupils are familiar with how to locate books in the library. Younger pupils understand how the catalogue system works but are unsure how to try again if their first search for a book is unsuccessful. Older children have well developed skills for finding and retrieving information. They are able to skim-read to get the gist of the information quickly and to identify the facts that they need.
94. Standards in writing at the end of Years 2 and 6 are above average. Pupils, including those with special educational needs make good progress. This is because teachers regularly check how well pupils are writing and set targets for ways they can improve. Pupils are aware of these targets and teachers regularly refer to them when marking their work.
95. In whole class sessions, Year 1 pupils are encouraged to use their knowledge of sounds and letters to help them spell familiar words. Year 2 pupils are able to explain a range of ways of spelling unfamiliar words when they are writing. The quality of handwriting is generally good although some pupils do not produce their best handwriting when using worksheets. Year 3 and 4 pupils are beginning to master writing direct speech. Pupils show an increasing

awareness of the needs of the reader and use a widening variety of interesting words and sentences. Older pupils are able to write modern versions of scenes from 'Macbeth', making good use of computers to edit and present their work.

96. The teaching of English is good overall. Teachers have a good knowledge and understanding of the subject and of the teaching of basic literacy skills. Planning of well-structured sequences of activities means that each lesson builds well on previous work and tasks are well matched to the needs of the pupils. Teachers clearly explain the purpose of each lesson using appropriate terminology such as 'phoneme', 'imperative' and 'interrogative'. Pupils understand these terms and enjoy using them. Teachers are increasingly using a range of interactive methods, including mini whiteboards for pupils to try out their writing. Pupils in a Reception and Year 1 class were captivated by the use of a puppet to help them identify sounds in words. Teachers make good use of resources and manage the classroom well so that pupils understand what they have to do and get on without fuss. The way in which the considerable skills of teaching assistants are used is a strength. A group of less able pupils in a Year 1 and 2 class were very well supported by a teaching assistant to sequence the ideas from a story using pictures and adding captions.
97. The management of the subject is very good. The subject leader for literacy has an excellent knowledge of her subject and has overseen the successful implementation of the National Literacy Strategy across the full primary age range. She has a good understanding of the strengths and areas for development within the subject. This results from analysing pupils' previous achievements and the close tracking of their progress in writing twice a term. A 'red alert' system quickly identifies any pupil who is making insufficient progress. An action plan has been drawn up which has a clear focus on raising standards in English. The impact of this plan is visible in work around the school, especially when pupils are writing across the curriculum.

MATHEMATICS

98. Attainment is well above national levels of expectations for pupils at the end of Years 2 and 6 and they make good progress across the school. Pupils with English as an additional language and those with special educational needs make similar progress to other pupils.
99. The school has successfully addressed the difficulties experienced last year and, while maintaining the very high standards achieved at the end of Year 2, has ensured that it is well placed to achieve the very high targets set for attainment in mathematics at the end of Year 6 in 2003: 91 per cent at Level 4 and above and 41 per cent at Level 5. Standards observed during the inspection were already above average for this early stage of the school year.
100. By the end of Year 2 nearly all pupils reach the expected Level 2 or above and a significant proportion achieve the high level. They have a very good grasp of mathematical skills, most have secure understanding of place value to hundreds and many are beginning to understand this concept in relation to numbers up to 1000. Similarly high standards are evident in all aspects of the National Curriculum programmes of study. The well above average skills that they have achieved in literacy were reflected in the lessons observed in Years 1 and 2, where pupils' speaking and listening skills enabled them to express mathematical ideas clearly, using correct mathematical vocabulary. In Year 1, pupils confidently discussed which objects were taller or shorter than other objects and correctly identified which was the tallest and which was the shortest. Most could identify that the pencil was taller than the paste spreader, but shorter than the ruler. In Year 2 pupils confidently discussed a range of strategies for measuring and comparing the length of shoes in their class. Most had secure understanding of the need for the measurements to be done in the same way, so that they could compare their answers and determine whether there was any relationship to shoe size and the height of the wearer. The quality of discussion in this lesson was very good, with nearly every pupil contributing. Levels of enthusiasm were high and each contribution was valued by those listening. Pupils take pride in their work and it is neatly presented. All aspects of the National Curriculum programmes of study are planned for and taught well. Most pupils have made good progress and attainment is already above average in Year 2.
101. Inspection evidence suggests that by the end of Year 6 nearly all pupils will reach the expected Level 4 or above and a significant proportion will achieve the higher Level 5. Most pupils

already have a very good understanding of a range of strategies for mental mathematics and of methods for computation in addition, subtraction, multiplication and division, when working with numbers up to 1000; the highest attaining pupils confidently work with much larger numbers. Mathematical understanding across the full range of the National Curriculum programmes of study is well above average. Pupils in Years 3 to 6 are taught in ability sets and this strategy has contributed positively to the way in which the weaknesses that were apparent in the Year 6 National Curriculum tests and assessment in 2002 are being addressed. In lessons observed, many pupils in Years 3 to 6 were working broadly a year in advance of national expectations for both mathematics and literacy, enabling the discussion of mathematical concepts to be conducted at a mature level for the age of pupils. The highest attaining pupils in Years 3 and 4 confidently add and subtract multiples of 10. Their understanding of place value is well developed and they partition numbers into tens and units in order to complete addition and subtraction computations using both formal and informal methods. In one lesson, a minority of pupils had difficulty with this work: these were identified and their problems addressed well by their teacher. Most pupils enjoy working with metric measurements and conducting mathematical investigations. The very good mathematical foundations laid from the Nursery to Year 4 are used effectively in Years 5 and 6 to ensure that virtually all pupils achieve the highest standards of which they are capable. For example, Year 5 pupils were observed rapidly halving and doubling numbers up to 100 and participating in a good quality discussion about the different strategies that they had used. Most pupils understood how mentally to double a number as large as 12,341 and their knowledge of place value up to tens of thousands was very secure. Standards of work in Year 6 were exceptional in a lesson where they were working with co-ordinates in all four quadrants, which involved the use of both positive and negative numbers. All aspects of the National Curriculum programmes of study are planned for and taught well. Most pupils have made good progress, and attainment is already above average in Year 6.

102. Nearly all pupils across the school respond enthusiastically to the good and very good teaching that they generally experience. They treat their teachers, other adults and each other with respect, they work very hard and their behaviour overall is very good. Across the school, those pupils who have been identified as having low prior attainment and/or special educational needs, or who have English as an additional language, are fully included in mathematics lessons, are supported very well by both teachers and teaching assistants, and make similarly good progress to other pupils.
103. The quality of teaching observed was good overall and ranged from satisfactory to very good. The use of ICT in mathematics is satisfactory. Two thirds of lessons observed were good or better and a third were very good. Teaching assistants make an important contribution to the effectiveness of lessons. Teaching is a key factor in pupils' positive attitudes to this subject and in their high levels of attainment. The effectiveness of the strategies used for teaching numeracy is very good. There are particular strengths in the quality of planning, both for numeracy lessons and for the use of mathematics across the curriculum in subjects such as science, design and technology and geography. Their classroom management skills are generally well developed. All teachers have good mathematical knowledge, but some weaknesses in sharing this knowledge with pupils and in classroom management were evident in a minority of lessons. Teachers' accurate use of mathematical language and their expecting pupils to do the same is a strength. For example, they use *partitioning* rather than splitting of numbers and read 2×3 as *2 multiplied by 3*. Even where teaching was judged to be no more than satisfactory, the teachers have high expectations of themselves. Teachers use the high quality monitoring system to plan effective lessons. The responsible way in which nearly all pupils approach their work is a direct response to these expectations and makes a significant contribution to their moral and social development. In the very best lessons, the levels of pace and challenge were very high. Learning objectives are regularly shared with pupils in lessons and individual pupils know what is expected of them in terms of their own mathematical development, ensuring that all pupils have full access to the curriculum. Marking is comprehensive and issues for improvement are regularly discussed with pupils. Teachers make effective use of the good range of resources that are available to support their teaching and pupils' learning.
104. The co-ordinator is providing strong and effective leadership that has ensured that nearly all staff are confident and effective teachers of mathematics, and they and the teaching assistants share a common commitment to high achievement for all pupils. Her management of the

subject is exemplary, and the provision of resources, quality of planning and monitoring of all aspects of the teaching of this subject, including direct observation of teachers, are very good. Procedures for tracking pupils' progress and setting targets for raising levels of attainment are of exceptional quality. The combination of high quality leadership and management has led to the maintenance of above average standards by seven-year-old pupils and a significant improvement in the proportion of eleven-year-old pupils who are likely to achieve Level 4 and above, together with an increase in the proportion of pupils achieving the higher Level 5 by the end of Year 6.

SCIENCE

105. Standards in science are well above national expectations at the end of Year 2 and Year 6. This is a result of careful planning for science, reflected in good teaching throughout the school. The school has adopted the national guidance on schemes of work, which ensure there is consistency and continuity in the teaching of the subject. The pupils' enthusiastic response to science and their very good behaviour in lessons, contribute to the high standards of attainment and the good progress pupils make as they move through the school. The school has adopted the national guidance on schemes of work and these are ensuring there is consistency and continuity in the teaching of the subject. Pupils with special educational needs make good progress. This is because work is planned at the right levels for them and staff support activities well. Pupils with English as an additional language achieve at similar rates to their classmates.
106. Evidence from lessons and from pupils' work indicates that standards of attainment in Years 2 and 6 are improving due to the carefully planned curriculum, well-organised practical work and good teaching quality. Consequently, the results achieved by Year 6 pupils earlier this year do not reflect the ability of the current Year 6 pupils, who, on the basis of school and inspection evidence, are on course to achieve much higher levels of attainment.
107. By the end of Year 2 pupils have covered a good range of topics and have a good knowledge and understanding across the different areas of learning. Most pupils can observe closely and use all their senses well. They know that the tongue is used to taste things, and a significant number know that different parts of the tongue sense differing types of food. They are able to judge similarities and differences and recognise variation in living things. By the end of Year 6 pupils have experienced work on forces; plants and animals in their habitats; electricity and magnetism; light and sound; micro-organisms and dissolving. There are close links with other subjects, and the current unit of study on healthy living links naturally with the content of the personal, social, health and citizenship work. By the time they are eleven, pupils generally use scientific vocabulary with confidence. They understand the meaning of a fair test and know what a variable is. An examination of the pupils' previous work shows that they have carried out interesting and appropriate investigations covering most areas of the science curriculum. This investigative approach provides opportunities for pupils to discuss, predict, test, record and evaluate their findings. It is this feature of the school's science teaching that leads to the greatest gains in learning and that has benefits in other subjects, such as mathematics. Whilst there is evidence of an investigative approach, some of the work in Years 5 and 6 last year relied too heavily on commercially produced workbooks. These provide very good coverage of the science curriculum, but limit the opportunities for writing and development of writing skills and do not extend the higher attainers sufficiently. They also do not provide teachers with enough opportunities for evaluative marking as work is usually right or wrong. There is some evidence, however, of pupils being set targets in areas they need to improve.
108. Overall, the quality of teaching in science is good. Most teachers have good subject knowledge, plan their work effectively and set clear objectives which are shared with, and understood by, the pupils. The best lessons are those where the pupils are actively involved in their own learning. In a very good lesson with pupils from Year 1 and Year 2, pupils were undertaking investigative work on their five senses. The lesson began with a recapitulation of previous learning, the sharing of lesson objectives and a very good explanation of the nature of the task. The children moved quietly and efficiently to the group tables where the activities had already been set up. On each of the tables they found objects they would identify with one of their senses. This activity was great fun, and, as the groups moved round, the delight showed on children's faces when they found the crisp table. A strong feature of the lesson was the very good questions posed by the teacher. These had been carefully thought out in order to take the

children's learning further. The pupils soon grasped that on some tables they would be using more than one sense, and they were asked then to decide which sense was the most important. The children worked very well together during this lesson and with a high degree of co-operation. This was a very good lesson because it was well-planned, behaviour was good throughout and the teacher moved the activities on at a brisk pace, ensuring that a significant amount of learning took place. In a very good lesson with pupils in Year 5 and Year 6 pupils were finding out about the effects of smoking. The first part of the lesson involved the children discussing their understanding of drugs and then sorting these into ones that helped us - when we were poorly, for instance, or others that may prevent us from being poorly. Most children were able to name some illegal drugs and talk about these sensibly and with very mature attitudes. The lesson moved swiftly to the main focus, which was to consider the damaging effects of smoking. The teacher set up an experiment to show the sort of deposits left behind in the lungs after smoking. In this case the deposits were to be left on filter paper. In the time available the deposits did not show up too clearly but the teacher turned this skilfully into a discussion about investigations and variables. Also the teacher had brought a poster in showing pictures of very bad deposits. The pupils completed the lesson by designing a poster, which had to include the key messages from this lesson. The lesson worked well because the teacher maintained the focus when interesting discussion started to move into other areas, pupils were asked a good range of questions, which extended their learning further, and the learning objectives were met because of the pupils' enthusiasm and positive attitudes towards their learning.

109. Leadership and management of the subject are good. The co-ordinator has a clear picture of the strengths of the subject and areas for development. There has not been a schedule of classroom observations by the co-ordinator in the last year, but her personal action plan includes monitoring visits this year. Other forms of monitoring have taken place, however, and feedback is given to colleagues about planning, displays and assessments. The school is using assessment information to guide its planning and the information collected contributes to the school's very effective assessment systems. All pupils will be discussed at the end of the summer term and new targets will be set for them to achieve by the end of the next academic year. During the inspection week teachers did not make use of information and communications technology to support science teaching in the lessons observed, but there was evidence of its provision in the planning. In order to improve this subject further, greater use should be made of a wide range of technological equipment in order to extend opportunities for learning.

ART AND DESIGN

110. Evidence from the lessons observed, written plans, artwork on display and portfolios of pupils' work shows that, by the end of Year 2, pupils' attainment is above average and by the end of Year 6 it is average. The pupils in Years 1 and 2 make good progress because teachers give attention to identifying clearly the learning experiences for pupils in each lesson. The pupils are encouraged by staff to concentrate and look carefully for details, which results in many pupils seeking to improve their work. In a good lesson to develop the pupils' printing techniques, higher-attaining pupils readily evaluated their work and explained how it might be improved. In Years 3 and 4 the pupils continue to maintain good progress. For example, they demonstrate very good drawing skills in work on 'Pit Scapes' with quite stunning results. In Years 5 and 6 progress is satisfactory. The pupils enjoy art and work hard to achieve good results; for example, as they designed a stain glass window in a Year 6 lesson. The higher-attaining pupils displayed their understanding of the concept; however the immature drawing skill of some pupils was a constraint. There are many very good examples of pupils using the techniques of famous artists in their own work. Inspired by the work of Cezanne, pupils' pastel drawings in Years 3 and 4 reflected their understanding of shape, form and tone.
111. Art makes a significant contribution to the pupils' spiritual development as they show an appreciation of the beauty in the world; for example, when they use watercolours to paint landscapes of natural beauty and discuss the colourful stained glass windows in churches. They also know how pictures can communicate feelings and a good example showed sadness on the face of a Roman soldier. There is much joy in experimentation and looking at art from other cultures, for example, Aboriginal art.

112. The quality of teaching and learning is good. Many teachers have a sound knowledge and understanding of the subject. In a lesson in Year 1 and 2, pupils knew how to proceed because they were asked to recall the instructions prior to starting their work. The teacher frequently reminded pupils of the need to ensure these instructions were followed, such as pressing down hard to make a good print. Lesson plans reflect progression in learning from one lesson to another. In a good Year 3 and 4 lesson, the teacher, through a series of graded lessons, developed the pupils' knowledge of the techniques used by Mondrian in his work. The pupils with much confidence and skill applied these techniques in their own designs with some good results. Appropriate use of support resources such as photographs and information books are used effectively to give the pupils examples of what they are expected to emulate, for example, stained glass windows. This helped the pupils to proceed with interest and know what was expected. However, sketchbooks are used too sparingly and their use is inconsistent in the school. Pupils do not use sketchbooks with regularity to explore effects. Teachers do however place an emphasis on evaluation and encourage the pupils to adopt a positive approach to improving their work. They also achieve a good balance between encouraging improvement and accepting the pupils' decisions of when they are satisfied. This is particularly helpful for special needs children to ensure they maintain their self-esteem.
113. The pupils show much interest and enthusiasm for art and design. They work quickly and carefully and are eager to achieve a good result. They make good use of time and sensible behaviour is maintained. They show confidence and a willingness to try new challenges.
114. The subject is well led by a knowledgeable co-ordinator who has made an impact on the quality of artwork in the school. Future plans reflect the need to ensure the above average attainments are achieved in Years 5 and 6. Assessment of pupils' work is a developing area. The pupils benefit significantly from the good range of materials in the school.

DESIGN AND TECHNOLOGY

115. Standards across the school are broadly in line with national averages. Although only two design and technology lessons were seen during the inspection, there were examples of pupils' work in displays around the school and other samples of work were provided for topics covered over the year.
116. Teachers' plans show that they encourage pupils to select their materials and tools, to review their own work and make suggestions for improvements. Pupils in Years 1 and 2 had carefully investigated and then designed moving pictures using simple mechanisms to reveal animals in their jungle stories. These were both colourful and engaging to the viewer. In a Year 1 and 2 lesson pupils responded enthusiastically when asked to explain how food should be prepared and stored safely. Able Year 1 pupils explained that the best way to keep food safely would be to store it in the 'fridge to keep it cold. Technical vocabulary to be covered is outlined in teachers' plans and pupils are encouraged to use this when discussing their work. Pupils in Years 3 and 4 had made mythical monsters using levers and pivots. These designs showed that they had made good progress from Year 2. By the end of Year 6, pupils generate ideas independently after carefully considering the ways their designs will be used. While examining materials for making musical instruments and the ways they could be joined, Year 5 and 6 pupils had to consider which materials could be safely cut and joined in the classroom as well as the sound they wanted their finished product to make.
117. Teaching and learning is good overall. Satisfactory use is made of ICT in teaching and learning. The best teaching includes good subject knowledge, clear explanation using technical vocabulary and activities, which help pupils to understand what they have learned. The scheme of work across the school is linked to national guidance and provides a clear structure for teaching different aspects of design technology. There is a two-year cycle of topics, which caters well for those classes with mixed ages. Pupils with special educational needs are well supported and this enables them to participate fully in all activities. Pupils enjoy the subject and attitudes and behaviour are good.
118. Management of design and technology is satisfactory. The subject is well resourced and the co-ordinator has a clear plan for making all resources easily accessible when housed in the

new premises. At present much assessment is carried out verbally as pupils are working, and there is no clear method of tracking pupils' progress. The co-ordinator recognises that this is a priority so that future planned work can effectively match the needs of all pupils and challenge those who are more able.

GEOGRAPHY

119. Standards in geography are broadly above what is expected for pupils at the end of Years 2 and 6 and pupils make good progress. Pupils with special educational needs and those with English as an additional language make similar progress to their classmates. During the week only two lessons were observed but it was possible to come to judgements about standards through an examination of pupils' work, through the co-ordinator's portfolio, displays and discussions with pupils. The school has adopted the national scheme of work. The geography programme is divided into topics, which are allocated across the year groups. These are taught as part of a two-year cycle in order to ensure that pupils in mixed age classes are not taught the same thing. Teachers plan together and this enables expertise to be shared and for pupils to receive a similar curriculum. Good attention is paid to covering the content of geography in the National Curriculum and the development of geographical skills. The school is particularly proud of its 'Learning through Landscapes' approach, which has stimulated the interest of pupils and teachers alike.
120. By the end of Year 2 pupils have a good knowledge of the immediate area through guided walks. They explore and identify natural features by drawing and describing their route to school. They use information and communication technology to support this work where the program requires pupils to identify street furniture and buildings. They understand the use of particular buildings such as shops and churches. Their speaking and listening skills are good. They are confident in articulating their likes and dislikes of features in the environment.
121. By the end of Year 6 pupils make good progress in acquiring geographical skills and knowledge and their attainment is above average. Most pupils can accurately identify the main continents of the world and the oceans as well as the countries and capitals that make up the United Kingdom. Lower attaining pupils often confuse the capital with the country. They can compare their environment with that of a rainforest and explain why the environments are different. They understand the use of symbols on maps and understand the particular characteristics facing a developing country such as Egypt.
122. Teaching is good. Lessons are well prepared with clear learning objectives. In one example features of the school were discussed and explored. Pupils were well prepared through the use of photographs and discussion. The pupils then walked through the school grounds and identified the features previously discussed. Back in the classroom many correctly plotted them onto a base map. Last year marking was too superficial and the occasional comment was restricted to the effort made. There was also an over-reliance on worksheets. This was understandable in the exceptional circumstances that last year and this situation is rapidly changing.
123. The co-ordinator is enthusiastic particularly in relation to the 'Learning through Landscapes' project and she is active in promoting fieldwork. She has some understanding of standards through monitoring planning, a portfolio of pupils' work and the advice and support she gives but does not adequately indicate the standards reached by pupils.

HISTORY

124. Standards are above those expected by the end of Years 2 and 6 and pupils make good progress. Good literacy skills support this attainment. The school has adopted the national guidance for planning the teaching of topics in history. The scheme of work is organised into a two-year cycle in order to prevent repetition or omission of topics. Teachers plan the work together and this helps to ensure a sharing of knowledge and expertise and a similar curriculum for all pupils.

125. In Years 1 and 2 pupils develop an understanding of then and now through topics such as 'The Sea-side'. They can identify the differences between toys now and in Victorian times and the more able pupils can offer explanations. Pupils can place events in sequence, for example the main events in the life of Florence Nightingale. Written commentary accompanies the work.
126. As pupils progress through the school their historical knowledge and skills deepen. In a topic on invaders and settlers pupils were able to define the two terms coherently and to offer examples to illustrate these differences. They sorted accurately key statements about these two terms and categorised them. Some pupils also convincingly argued that some of the key statements could be placed in both categories. Year 6 pupils listened enthusiastically to descriptions of child labour in Victorian times and were able to offer explanations for it.
127. Teaching is good overall. There are clear learning objectives to the lessons and in the best the pace of the lesson ensured good productivity and the maintenance of interest. Teachers encouraged pupils to express their opinions and gave them time to provide extended answers. Last year's work was dominated by worksheets to cope with a difficult situation and marking was superficial. This is rapidly being rectified. Visits to local museums and visitors to school, such as the gentleman who had been an evacuee, enlivens the work and produces opportunities for asking historical questions.
128. The co-ordinator is enthusiastic about history and provides good advice and support to other teachers. There is a plan to identify resources for the subject and a budget, which she monitors. The use of ICT is satisfactory. She also monitors planning to ensure coverage of knowledge and skills and the portfolio assists in defining standards achieved by the pupils but this is not sufficiently developed to give a clear view of standards and progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

129. This is an improving and developing subject throughout the school. Standards of pupils' work are in line with national expectations at the end of Year 2 and Year 6. Pupils are provided with planned and increasing opportunities to use their information and communication technology (ICT) skills in all subjects of the curriculum, with the exception of physical education. They make sound progress across the school.
130. Only a small number of lessons were observed in Years 1 and 2; it was not possible to observe lessons in Years 3 – 6 because of timetable constraints. However, a wide range of other evidence was available, and this made it possible to judge both rates of progress and levels of attainment for these pupils.
131. By the age of seven, pupils have developed computer skills which are above expectations, and they have made good progress in this aspect across Years 1 and 2. However, limitations imposed by access to computers and other equipment means that attainment overall is in line with national expectations. Pupils use keyboard and mouse confidently and understand how to access information, using icons, menus, directories and files. They successfully access information from the Internet, word process competently and are able to use programmable robotic devices. They use different fonts and can change the size and style of word-processed text. Nearly all pupils can present data well in graphical form. Pupils' work confirms that ICT is used effectively to support numeracy and literacy. In lessons observed, pupils in Years 1 and 2 showed secure understanding of the purpose of icons, menus, files and folders. Their speaking and listening skills - which are well above average - enabled them to engage in a lively and mature discussion of what they had discovered about their route to school as part of their work in geography. Most showed computer skills that were above expectations as they learned how to record their own route to school using the *My World* program. The small number of computers available in each class means that it is not possible for pupils to have instant hands-on experience during lessons, and they have to complete work in small numbers working independently before school and at other times. This limitation has not diminished their enthusiasm for this subject, and their capacity to work independently, without the need for adult supervision, is a positive strength.
132. By the age of eleven pupils talk knowledgeably about their use of spreadsheets and the opportunities that they have had to use a word processor. Their understanding of the way in

which different fonts, font sizes and colours can be used to make presentations for different purposes is good. Most pupils have secure understanding of the use and purpose of databases – including tabular and graphical presentation of data. The extension of mathematical investigations across the school is a positive feature and older pupils enjoy the opportunities that they have to pose questions, conduct research and draw conclusions from the data they have collected. They enjoy programming floor robots and they talk confidently about the stages necessary to get such a device to move successfully from the beginning to the end of an elevated obstacle course. They have secure understanding of how to use a range of ICT applications around them in school, at home and in the wider environment. Nevertheless, while their computer skills are above expectations, the limitations imposed by the building and access to computers and other equipment, such as tape recorders, digital cameras and programmable robotic devices, mean that overall attainment cannot be better than national expectations. A particular difficulty for Years 5 and 6 is the lack of an Internet connection in their classrooms, but teachers have put in place satisfactory strategies to overcome this. The many pupils who have a computer at home frequently access the Internet to help them with their regularly set homework. Similarly, most Year 3 and 4 pupils understand the importance of presenting text in interesting ways (using font style, colour and size) in order to attract readers to their writing. Pupils in Years 3 and 4 were observed using a paint program to create pictures of fish. The quality of their drawings showed very good mouse control and they were skilled in dragging and dropping their pictures as well as enlarging and shrinking them. Across Years 3 to 6, pupils are regularly given opportunities to work independently.

133. Throughout the school, pupils have very positive attitudes to, and high levels of interest in, this subject. In the lessons observed, pupils showed intense concentration and great enjoyment. They work well together, listen well to the contributions of others and behave very well. In other classes, related work was much in evidence and pupils talked freely about their enjoyment of the subject. The good quality of work produced across the school and the care with which computers and other related equipment is used reflect the high expectations of teachers and the responsibility that pupils take for their own learning when working independently. The subject is contributing positively to the social development of pupils and, through subjects such as history and religious education, to their moral development. Teachers have good subject knowledge and are confident in their use of ICT. Pupils are challenged and supported well, so that their work is productive, increasing skills, knowledge and understanding. Throughout the school, pupils' work is thoroughly assessed and this information is used to help plan future learning. When all the evidence available is taken into account, the quality of teaching is good, with some very good features observed across the school. Nearly all eligible staff have completed their New Opportunities Fund training. A particular strength is the way in which the small number of pupils with English as an additional language and pupils with special educational needs are given full access to the curriculum, with the result that they make similar progress to other pupils.
134. Teaching and learning are well supported by the medium-term subject plans and scheme of work. These are based on the National Curriculum programmes of study, national subject guidance and good support from the local education authority. The setting out of clear learning objectives is a positive feature. These establish expectations, for example, of what should be achieved in a series of lessons. These expectations provide teachers with sufficient guidance on which to base their lessons. The assessment of pupils' work is developing well across the school. A further positive feature of current practice is the involvement of pupils in the evaluation of their own work. At the end of this school year the local education authority will analyse the Year 6 assessment data in order to help the school plan further improvements in rates of progress and levels of attainment. This has led to the authority approving £25,000 of National Grid for Learning funding being made available to equip a computer suite.
135. The subject is led very well by the recently appointed co-ordinator, who is building on the strong and effective leadership of her predecessor. Together, they have been instrumental in the positive way that the subject is developing and improving. The management of the subject is good. Colleagues are offered support and advice, when needed, and both provide good role models for other staff. The co-ordinator has conducted a rigorous audit of available resources and, with her predecessor, has prepared a good development plan in association with the local education authority. This has led to the authority approving £25,000 of National Grid for Learning funding being made available to equip a computer suite in the former middle school building, once this has been refurbished for occupation by the new primary school. The use of

ICT in other subjects is progressing well within current restraints, and teachers' planning for all subjects, apart from physical education, include identified opportunities for the use of ICT. There was evidence from pupils' work, in English, mathematics, science, art, geography, history and music, of the provision of opportunities for pupils to use their ICT skills to write and edit work, to collect and interpret data, to use spreadsheets, to draw pictures and objects, use CD-ROMs, and, with some limitations, to access the Internet for information. Pupils across the school have some access to a digital camera and tape recorders and these are used appropriately to increase their understanding and to provide records of their work and progress. The curriculum is further enriched by an opportunity for pupils to attend an ICT club.

136. Resource provision is satisfactory and it is shortly to be improved significantly, in terms of additional hardware and software, when the new computer suite becomes available. Parents offer good support, for pupils' homework in this subject.

MUSIC

137. Standards at the end of Year 2 and Year 6 are in line with national expectations and pupils make satisfactory progress throughout the school. This is due to the planning of a broad and balanced curriculum, largely based on national schemes of work, and teachers' confidence and enthusiasm in teaching music. Pupils with special educational needs and those with English as an additional language make similar progress to the rest of their classmates. Pupils have very good attitudes to music and participate in lessons with interest and enthusiasm. They understand how to use instruments correctly and treat them with care and respect. Behaviour is very good and, where opportunities are provided for pupils to work together, they respond very well.
138. Pupils in Year 1 can clap and imitate simple rhythms played on the piano, sing songs tunefully and listen well. They are also becoming aware of the need to write music down and are gradually being introduced to the idea of notation using simple pictures and symbols. By the end of Year 2 pupils sing enthusiastically from a range of songs they have learned. Most of the pupils are able to sing in tune and their diction is good. They are given opportunities to improve and refine their performance when teachers comment on the quality of their singing.
139. By the end of Year 6 pupils have continued to make satisfactory progress in the acquisition of musical skills and in understanding the elements of music. They are given opportunities to compose and are developing an understanding of the purpose of notation as a means of understanding music for performance and for recording their own work. They are also familiar with the use of graphical scores, which enable them to represent their compositions on paper. These musical scores can then be interpreted during performance and be continually refined in order to improve them. The stimulus for composition is often drawn from world music, with an appropriate reflection of multicultural influences. During inspection week the pupils did not use ICT to support their work in music. Pupils are not given the opportunity to use cassette players, and other recording equipment frequently so that they can listen to their own, and others' performances, evaluating them and refining them. Pupils also do not have access to computers during music lessons so that they can use sophisticated software to assist with composition.
140. The pupils sing satisfactorily during assembly, from a range of different songs and hymns, and once a week they are given the opportunity to practise these in order to extend their repertoire, improve the quality of their singing and as preparation for forthcoming events. In the hymn practice observed, too many items were included during the short time available, and consequently there was too little focus on improving the quality of phrasing and dynamics of singing. Good use was made of the school's recorder group in accompanying the singing, giving them an opportunity to perform in front of an audience. There is a reasonable range of music available for pupils to listen to in lessons. In assemblies the title of the composer and of the music are displayed in the hall. The music is discussed in order to extend the pupils' knowledge and understanding of different composers, and music from different parts of the world. During inspection week the chosen piece of music was a recording of an African Choir. Pupils were asked to consider how the sound of this choir differed from others they had heard.
141. The quality of music teaching is good overall. In those lessons pupils have opportunities to develop their own ideas in making music together. For instance, in a mixed reception and Year

- 1 class the pupils were introduced to the idea of using symbols to represent notation. They participated enthusiastically in making sounds with mouths, hands and feet. Once the teacher had explained the symbols, and equipped herself with a pointing stick, to conduct with, the performance began. The pupils responded well to this imaginative activity, which helped them to appreciate that music can be represented by symbols and is made up of sounds and silence.
142. In a Year 4 lesson pupils were listening to 'Carnival of the Animals' and trying to guess which animals the composer had in mind on the short extracts they heard. They were asked to use their fingers to show the movement of the animal and to see if they could guess what it was. Later, they mimicked their chosen animals and demonstrated these to the rest of the class. By the end of the lesson most pupils had increased their understanding of how music can be used to convey many different things - in this extract it was animals.
143. In a good lesson involving pupils in Years 5 and 6, a number of different musical elements were covered including composing listening, recording, performance and appraising. This was a lesson involving team teaching, where the very good relationship and understanding between the teachers, their subject knowledge, and teaching method ensured good progress throughout the lesson. After a lesson introduction involving work on copying and creating rhythmic patterns pupils discussed their understanding of 'timbre', 'dynamics' and 'duration'. Good levels of understanding were demonstrated. The lesson was well-structured, and had an appropriate level of challenge that led to increasingly more difficult activities. The pupils were introduced to a 'Tala' (South Asian music with a cyclic pattern). They had to use the Tala as the basis for their own group compositions and, when ready, record these graphically on paper for a later performance. The children responded well to the task because of the enthusiasm of the teachers and because they were happy to accept their 'mission'-to compose a 'Tala'. When composition time was over they were happy to demonstrate their 'masterpiece'. The embryonic compositions showed a good understanding of the task, and all performances were listened to with appreciation by pupils and staff. The very good relationships in this classroom, coupled with good planning and teaching, ensured this lesson was a success in meeting its key objectives.
144. There are a number of pupils in school who play musical instruments, and who are receiving tuition outside school. These skills are usefully employed in enhancing assemblies and other performances.
145. There is an adequate range and type of resources, mostly unpitched percussion instruments. The school has recently purchased a number of multi-cultural percussion instruments and has received a number of donations of instruments, following pleas to parents and organisations for support in this area. The school has also built up poster collections, artefacts and CDs. The music co-ordinator has audited the resources and is aware of what is needed in order to ensure staff are well supported in the teaching of music. The subject is well led and managed. The co-ordinator is aware of strengths and weaknesses in the subject and is planning to monitor classroom lessons this year in order to address the key issues in her action plan. She will be supported by a teacher from the infants who will act as a link with that part of the school. Assessment is planned for, and takes place both formally and informally. The co-ordinator assesses pupils' performances when they take part in productions and concerts. Music making either takes place in the classroom or hall and this provision is adequate.

PHYSICAL EDUCATION

146. Standards in physical education are in line with national expectations at the end of Year 2 and Year 6 and pupils make satisfactory progress throughout the school. Pupils with special educational needs, and those with English as an additional language, make progress at a similar rate to their classmates. Pupils' progress is limited by the facilities available for physical education, both inside and outside school. For instance, the hall is too small to accommodate a class of the oldest pupils and the ceiling is too low. This has restricted the range of gymnastic and indoor games skills activities. There is a reasonable amount of space outside school but it is in sections that limit its use to certain types of activity, and in some areas it is very uneven. The space is not adequate enough, therefore, to allow the full exploration of invasion games.

147. Overall, the quality of teaching throughout the school is good in the lessons observed in games, gymnastics and swimming. The teaching of dance was satisfactory in the one lesson observed. This is because the dance lesson lacked pace and the behaviour of a small number of individuals interrupted the flow of the lesson. The generally good quality teaching, however, throughout the school is having a positive impact on pupils' attainment and learning and contributes significantly to the positive and enthusiastic attitudes of the pupils.
148. During the course of the year pupils take part in a wide range of activities, including gymnastics, games, dance and athletics. The space outside enables the staff to do some teaching of athletics skills, but last year's Sports Day was not held because of the difficulties outlined above. Some groups of pupils go swimming and receive good teaching from staff of both the pool and the school. Most pupils will achieve the recognised 25-metre benchmark by the time they leave school, with many exceeding that expectation. Those pupils work on greater distances and receive certificates in recognition of their achievement. At present there is little evidence of the pupils taking part in outdoor and adventurous activities but there are efforts by staff, parents and the community to acquire the use of nearby land for a variety of activities. At the time of the inspection no extra-curricular activities were operating, but the co-ordinator's development plan indicated they were due to start after half-term.
149. By the end of Year 2 pupils have reached a good standard in gymnastics and games as a result of good teaching. Pupils are given clear instructions of what is expected of them and are guided carefully in the learning of new skills. They show satisfactory body control and balance when using the apparatus and perform well-planned sequences of linked and fluid movements. In a very effective gymnastics lesson with a Year 1 and 2 class the pupils made good progress because of very clear teacher direction, good brisk lesson pace and well-planned activities that made increasing demands on the pupils' imagination and skills. In an outdoor games lesson with Year 1 and 2 pupils, there was good progress in the acquisition of ball skills. This was a well-planned lesson that started, appropriately, with health and safety reminders and a warm up session. The pupils were asked to complete activities where they had to bounce a ball inside a hoop. This required a degree of skill and concentration. As the lesson proceeded these tasks became more challenging and gradually involved pupils working co-operatively in small groups. The lesson achieved its objectives because pupils were moved to more demanding tasks once they had achieved success and did not carry on practising tasks that they could manage easily. The pace of the lesson and very good behaviour of the pupils ensured that all made good progress.
150. Overall, the quality of teaching and learning is good with the junior age pupils. During a very good swimming lesson with pupils in Years 3 and 4 the pupils made good progress because the staff available were used very effectively with small groups of children, teaching them the skills they needed in order to improve further. Space was used very effectively, with one group of weaker swimmers in the smaller pool and the remainder in designated parts of the main pool. The success of this lesson was due to the very good behaviour of the children, the teachers' expertise in teaching swimming and their use of an appropriate range of activities designed to improve the pupils' skills. All staff demonstrated a caring approach and attitude to those pupils who were experiencing difficulties and needed extra support.
151. Pupils in years 5 and 6 respond well in lessons and make good progress. During a lesson on hockey skills the pupils had the opportunity to progress to small games activities and try out the skills they had practised individually. In the limited space, and on an uneven surface, the pupils adapted to the conditions well, benefited from good direct teaching and had an opportunity at the end of the lesson to complete safety leaflets and consolidate their learning. The good teaching and pupils' very positive attitudes contributed to the success of this lesson.
152. The subject is well led and managed by the co-ordinator. National schemes of work have been adopted with the older pupils and the younger pupils are taught programmes of work that were used in the previous first school, as well as some based on the national guidance. The co-ordinator has reviewed progress in the subject last year and identified areas for development. She has put together an action plan this year, which will enable her to monitor the subject more closely, including some classroom observations of staff. The audit of resources identified significant gaps in equipment, especially for Year 6 pupils. Therefore physical education was well-resourced last year in order to address those issues.

153. The building and grounds will continue to limit opportunities in this subject until the move to the new school takes place. One exciting development will be the injection of a significant amount of money into the new playground following the success of a bid to 'Zoneparc'. This is a playground improvement project, which aims to tackle social exclusion and playground issues and increase the activity levels of young people through innovative break-time activities. The whole school community has been involved in this bid and the pupils are very excited about this development as they contributed many of the designs.

RELIGIOUS EDUCATION

154. Standards are in line with the expectations of the locally agreed syllabus by the end of Years 2 and 6. Pupils, including those with English as an additional language and special educational needs, are making sound progress across the school.
155. By the end of Year 2, pupils know and have an understanding of stories from the Christian tradition and other faiths. They recall the stories of Christmas and Easter, and begin to apply their knowledge to their own experience when considering the parables of Jesus. They are provided with frequent opportunities for reflection, as they consider the impact of their actions and words on others, both in lessons and assemblies. Work matches the prior attainment of pupils well. The high quality of discussion observed in Year 1 confirms that speaking and listening skills are above expectations. Pupils in Year 1 listened to, and discussed, the parable of *The Good Stranger* in a sensitive and mature fashion. For example, they perceived that the stranger was going to help the injured man '....because the title called him the good stranger.' The fact that the stranger was smiling in the illustrations also suggested to the pupils that he was going to be the one to help. Building on earlier work, the pupils correctly identified that the moral of the story was that we should all love our neighbours. The discussion arising from this statement showed that this group of pupils had mature understanding for their age.
156. By the end of Year 6, pupils have a deeper understanding of the importance of religion in the lives of many people. They become increasingly sensitive and reflective about their own behaviour and feelings and those of others. This was well illustrated in a lesson in which pupils in Year 5 reviewed what they had learned about the teachings of Jesus and the development of Christianity. The teacher had high expectations of the pupils, and they showed themselves to be capable of taking responsibility for their own learning as they discussed the questions they were going to research, working in pairs. The meanings of Christmas and the Easter story are studied in increasing depth as pupils move through Years 3 to 6. Teachers use innovative ways to explain ideas to the pupils; for example, when they ask pupils to compare how the good news of Jesus was spread and how we share good news today, through visits, letters, telephone calls and the Internet. Pupils recognise the significance of special books such as the Holy Bible, the Holy Koran and the Granth Sahib. The curriculum is enriched by opportunities to visit the local parish church. By the end of their time in primary school, most pupils have gained a secure understanding of the customs, practices and festivals of Buddhism, Christianity, Judaism, Hinduism, Islam, and Sikhism.
157. Taking all the evidence available into account, teaching is good across the school. In both the Year 1 and the Year 5 lessons observed, teaching was good and the teachers maintained a good pace of learning, were constantly assessing pupils' progress and making very good use of discussion to consolidate and extend their knowledge and understanding. A particular strength was the sensitive way in which teachers addressed the spiritual, moral, social and cultural issues raised by the content of these lessons. High expectations by the teachers resulted in a positive response from pupils, who behaved very well, were sensitive to the contributions of others and worked hard. Teachers have secure knowledge and share their ideas with colleagues. The study of faiths other than Christianity helps to give the majority of pupils an understanding of other cultures, and affirms the beliefs of the small number of pupils who come from those faiths. Relationships between teachers and pupils are very good, enabling pupils to make comments with confidence and often with insight. Teachers plan work well, in line with the locally agreed syllabus. The themes and ideas are stimulating, and lead to sound levels of learning. The curriculum is enriched by opportunities to visit the local parish church.

158. Pupils enjoy the subject and are open and thoughtful in expressing their ideas. Most importantly they, and their teachers, focus upon the key moral teachings of the world's great faiths, and genuinely try to interpret them in terms of how they should behave and respond to others. As a result, the subject makes a strong contribution to the school's very good provision for spiritual, moral, social and cultural development. Religious education also plays an important part in the consolidation of literacy skills. All pupils, including those with special educational needs, benefit from teaching which emphasises a practical approach and the importance of discussion.
159. The subject co-ordinator is providing effective leadership and a clear sense of direction. Her management skills are good and, after an audit of resource and curriculum needs, priorities for further development have been correctly identified in the school's development plan. Resource provision is good; the books, artefacts, posters, videos and CD-ROMs available are of generally good quality, are easily accessible and inspection evidence confirms that they are used well in lessons.