

# INSPECTION REPORT

## **BOWBRIDGE PRIMARY SCHOOL**

Newark, Nottinghamshire

LEA area: Nottinghamshire County Council

Unique reference number: 132784

Headteacher: Mr David Dixon

Reporting inspector: Mr G Yates  
2465

Dates of inspection: 9 - 12 December 2002

Inspection number: 248999

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

© Crown copyright 2003

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

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

## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Bailey Road  
Newark  
Nottinghamshire

Postcode: NG24 4EP

Telephone number: 01636 680142

Fax number: 01636 680045

Appropriate authority: The governing body

Name of chair of governors: Mrs S Trentini

Date of previous inspection: Not applicable

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2465	Geoff Yates	Registered inspector	English as an additional language Music Religious education	What sort of school is it? How high are standards? a) The school's results and achievements What should the school do to improve further?
19743	Ann Taylor	Lay inspector	Educational inclusion	How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
7979	Anthony Calderbank	Team inspector	Art Design and technology Science	How well is the school led and managed?
32257	Richard Chalkley	Team inspector	English Information and communication technology	How good are the curricular and other opportunities offered to pupils?
21910	Gordon Longton	Team inspector	Special educational needs Mathematics Physical education	
11922	Judith Watkins	Team inspector	Foundation stage Geography History	How well are pupils taught?

The inspection contractor was:

Cambridge Education Associates Ltd

Demeter House  
Station Road  
Cambridge  
CB1 2RS

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

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

## REPORT CONTENTS

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>7</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>HOW HIGH ARE STANDARDS?</b>	<b>11</b>
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
<b>HOW WELL ARE PUPILS TAUGHT?</b>	<b>13</b>
<b>HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?</b>	<b>15</b>
<b>HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?</b>	<b>17</b>
<b>HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS</b>	<b>19</b>
<b>HOW WELL IS THE SCHOOL LED AND MANAGED?</b>	<b>20</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>22</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>23</b>
<b>PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES</b>	<b>28</b>

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

### **INFORMATION ABOUT THE SCHOOL**

This is a new school that was opened in April 2001 as a result of the amalgamation of an Infant and Junior school. It is larger than most primary schools, with 350 pupils in Years 1 to 6, 21 children in the reception class and 96 part time children in the nursery. It serves an area with quite a high level of deprivation. The percentage of pupils known to be eligible for free school meals is above the national average. When children enter the school their academic attainment is well below that typical for the age group. For the last few years, there has been significant movement of pupils in and out of school during each year. For example, in the Year 6 age group that left the school in July 2002 only 74 percent attended the school from Year 3 onwards. The school has 25 percent of its pupils on its register of special educational needs, which is above the national average. Most of the special educational needs relate to emotional and behavioural problems or moderate learning difficulties. There are no pupils with statements of special educational needs. Almost all pupils are of white UK origin, with a very small number of pupils from other ethnic backgrounds. No pupils have English as an additional language. There are a small number of travellers. The school has difficulties in filling teacher vacancies. During the inspection week a major building project was underway and in addition the school roof was being repaired.

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

This is an improving school. In the short period of time it has been open, staff have worked hard to establish a learning environment in which pupils of all levels of attainment achieve well. In English and mathematics, standards are in line with those found in similar schools as a result of good quality teaching. The headteacher provides very good leadership and has successfully created an ethos that promotes pupils' self-esteem well. Pupils' behaviour is good. A central feature of the school's work is its determination to value all pupils and to include them in all aspects of school life. Despite above average costs the school provides good value for money.

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

- The headteacher provides very good leadership and management.
- Pupils achieve well because teaching is of a good quality and teaching assistants provide very good support.
- Most pupils have very positive attitudes to school, behave well and want to learn.
- The school's care for pupils is good, ensuring that pupils of all attainment levels are included in everything that it does.
- Provision for pupils' moral and social development is of a high standard. As a result, relationships are very good and older pupils enjoy taking responsibility.
- Good use is made of information and communication technology in other subjects.
- Links with parents and the community are very good.

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

- Pupils' reading and writing skills.
- Pupils' knowledge and understanding of world religions.
- The use made of assessment information in science in order to raise standards in the subject.
- The monitoring and evaluation of teaching and learning in subjects other than mathematics.
- Pupils' attendance.

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

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

The school has not been inspected before.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	N/a	D	E	C
Mathematics	N/a	E	E	C
Science	N/a	D	E	D

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

Inspection evidence shows that current standards in Year 6 have improved from those in the previous year because of the high focus that the school has placed on English and mathematics. However, because of the above average proportion of pupils with special educational needs and the large number of pupils entering and leaving the school in Years 1 to 6, standards are still below the National average in English, mathematics and science. The targets set for English and mathematics were not met in 2001 because of the factors noted above. Those set for 2003 are realistic and achievable. In all other subjects inspected standards meet national expectations. However, whilst standards in religious education are broadly in line with the expectations of the agreed syllabus, pupils' knowledge and understanding of world religions is unsatisfactory. There were no significant differences noted in standards of boys and girls. Pupils with special educational needs make good progress throughout the school. The small number of travellers and pupils from ethnic minorities also make good progress.

The results of National Curriculum tests at the end of Year 2 in 2002 showed standards to be in the bottom 5 per cent in the country when compared with schools nationally. Inspection evidence shows that there has been some improvement in English, mathematics and science but standards remain well below in English and below average in mathematics and science when compared with those found in most schools. However, from a well below average start in Year 1 most pupils achieve well. Standards in all other subjects are similar to those found in most schools.

Inspection evidence shows that information and communication technology is used well to improve the quality of learning in other subjects. In the short period of time the school has been open, strategies have been put in place to raise standards in English and mathematics. These have been successful in mathematics but more needs to be done to improve pupils' attainment in reading and writing.

Children in the Foundation Stage [nursery and reception classes] make good progress. By the time they move to Year 1 classes, standards have improved from the very low standards on entry. Nevertheless, standards remain well below the level expected for their age in language and below in number and in their personal and social skills. Children's knowledge of the world and creative and physical skills are broadly typical for their age.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils enjoy school and develop very good attitudes to learning
Behaviour, in and out of classrooms	Behaviour is good in lessons and around the school.

Personal development and relationships	Pupils develop very good relationships and enjoy taking responsibility. Year 6 pupils organise effectively a good range of suitable activities to keep younger pupils occupied during play times and lunch times.
Attendance	Very low. Some children are often late in the morning.

## TEACHING AND LEARNING

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

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

The quality of teaching and learning is good, enabling pupils to achieve well during their time in school. Teachers have very good subject knowledge and high quality relationships with their pupils. They manage pupils in a positive way and this creates a good learning environment. Teaching is often imaginative and new learning is explained clearly and demonstrated effectively. Teachers are not afraid to try out new ideas. Lessons are well prepared and as a result pupils' learning is moved on. During the week of the inspection teaching was consistently of a high standard in Year 6. Good use is made of specialist teachers in music and physical education. Teaching assistants provide very good support to teachers throughout the school.

The national literacy and numeracy strategies have been introduced well. However, much still needs to be done to ensure that in all subjects pupils consolidate and develop their reading and writing skills. Teachers need to make better use of assessment information in science. Pupils with special educational needs receive very good support and achieve well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum meets all statutory requirements and offers pupils good learning experiences. However, pupils' knowledge and understanding of world religions is unsatisfactory. There is a very good range of extra curricular activities. Pupils are provided with very good opportunities to take part in school productions.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is very good and promotes good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good, overall. Provision for social and moral development is very good and leads to very good relationships and good behaviour. Pupils have a good knowledge of their own culture but more needs to be done to provide them with an appreciation of life in a multicultural society.
How well the school cares for its pupils	Child protection procedures are good. The arrangements for assessing pupils' work are satisfactory. In English and mathematics the information is used well to set future targets. However, in science insufficient use is being made of what pupils know, understand and can do to improve standards.

The school has very good links with parents and the local community. It provides good information to parents about what their children are learning at school.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has a clear view of what is needed for the school to improve. The deputy headteacher and other members of the senior management team provide good support. Curriculum co-ordinators work hard but do not have a clear overview of teaching and learning in their subjects.
How well the governors fulfil their responsibilities	The governors fulfil all their responsibilities. They have worked very hard over the past 18 months since the school opened in ensuring that the school functions effectively. The next task, which is accepted by them, is to become more involved in the strategic management of the school.
The school's evaluation of its performance	This is a newly formed school and as such no trends in performance are available for analysis. It has undertaken a thorough analysis of the previous year's test results and put in place an action plan to raise standards.
The school's evaluation of its performance	This is a newly formed school and as such no trends in performance are available for analysis. It has undertaken a thorough analysis of the previous year's test results and put in place an action plan to raise standards.
The strategic use of resources	Financial planning is good. Resources are used well especially information and communication technology resources. The principles of best value are applied well.

There are sufficient teachers and a good number of teaching assistants. The school's accommodation is satisfactory. A new arts/sports block is under construction. A pleasant garden area is available for use by pupils and the community.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children are well cared for and happy.</li> <li>• Behaviour is good.</li> <li>• The school works closely with parents.</li> <li>• They would feel comfortable approaching the school with questions or a problem</li> <li>• Teaching is good and children make good progress</li> <li>• The school is well led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework provision.</li> </ul>

The inspection team supports the positive views of parents. Inspection evidence shows that there is good homework provision.

## **PART B: COMMENTARY**

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

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

1. There are several important factors to be taken into account when looking at standards in the school. The school population is not very stable and a significant number of pupils leave and join the school other than at the normal times. For example, a quarter of the pupils who took the national tests in 2002 at the end of Year 6 had not been in the juniors for the full four years. In addition, the number of pupils with special educational needs is well above average. The results in 2002 in comparison with similar schools have been upgraded because of the school's particular circumstances. It is impossible to compare the school's results over a period of time because it has only been open for 18 months.
2. Children start in the nursery with skills that are well below those typical for their age. Despite the good teaching they receive and the good progress they make the majority still attain standards that are below those typical for their age in literacy and numeracy, by the time they enter Year 1.
3. The results from the 2002 national tests taken by Year 6 tell that standards are well below average in English, mathematics and science. When compared with schools in similar circumstances, pupils' attainment is average in English and mathematics but below average in science. Test results at the end of Year 2 in 2002 were very low.
4. It is not possible to show whether standards at the end of Years 2 and 6 have improved or deteriorated over a period of time because the school has been open for less than 2 years. However, inspection evidence shows that standards of attainment are improving in all age groups. From a well below average start pupils achieve well. This judgement includes pupils of all attainment levels. Boys and girls demonstrated similar standards during the inspection. Standards are beginning to get better because of improved planning, better teaching and a good analysis and use of assessment in English and mathematics. The small number of travellers achieve well.
5. Despite good progress, pupils presently at the end of Years 2 and 6 are not in line to reach the expected standard in writing, reading, speaking and listening. However a minority will achieve above. Most pupils are not confident speakers. The majority read with satisfactory expression and understanding. Writing standards are below what they should be and opportunities are missed in subjects such as geography, history and religious education for pupils to use their writing skills. Standards of handwriting have rightly been targeted by the school as in need of improvement.
6. Pupils' attainment in mathematics is showing signs of improvement but remains below average. This improvement is due mainly to the good use being made of assessment information to plan further work and the fact that pupils in Years 3 to 6 are taught in groups set according to their prior attainment. However, in all year groups a significant number of pupils do not work out the answer to problems fast enough.
7. There is evidence that standards are improving in science but are still below those found in most schools. Teachers provide pupils with enough opportunities to set up their own investigations. However, pupils' lack of knowledge of the correct technical vocabulary limits the progress they make.
8. In information and communication technology (ICT), standards are overall in line with those found in most schools. However, pupils have above average skills in word processing and use ICT well in other subjects of the curriculum. Teachers take every opportunity to allow pupils to use and develop their skills. However, the control and modelling aspect of the subject is not of the same quality as other strands.

9. Standards in religious education are broadly in line with the expectations of the local agreed syllabus by the end of Year 6. However, pupils do not have a satisfactory knowledge and understanding of world religions. In all other subjects inspected pupils' achievements are in line with those found in most schools. There was insufficient evidence to make a judgement about standards in geography.
10. Pupils with special educational needs throughout the school make good gains in their learning. The school helps and encourages them well in their work. They are provided with good support in both lessons and small group work and this has a positive impact upon their levels of attainment. The pupils with special educational needs are an integral part of the life and work of the school.

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

11. Pupils' attitudes are very good and they show a keen enthusiasm for school and lessons. Parents agree that their children enjoy school. Most pupils are well motivated, happy to be involved in class activities and respond well to the good quality teaching. Pupils have a pride in their achievements. They invariably enjoy meeting challenges and most use their own initiative well, because they are encouraged to do so by the school.
12. Very good attitudes because of some excellent teaching were clearly seen in a mathematics lesson. Here, the exciting way the teacher had of 'waking pupils up' by counting up and down to 200 in 10's ensured they were bright and ready to learn. Playing bingo with whiteboards was thoroughly enjoyed and made learning fun. Because relationships were very good, pupils were confident in discussing what they were going to learn and asking questions. As the teacher challenged them to think even deeper, they were happy to do so in their desire to please. Everyone was still interested and motivated right up to the end.
13. The behaviour of pupils throughout the school is good; as a result, they make significant progress in lessons. They respond well to school rules, many of which they helped compile, and have a fair understanding of right and wrong. Pupils are polite and friendly individuals who enjoy the chance for conversation with visitors. They are proud of their school.
14. There is a little bullying and some oppressive behaviour at times, but it is handled well by staff. Pupils are confident that teachers listen and help them and that the school does not tolerate this kind of behaviour in any form. The number of exclusions, all for short-term periods, is higher than that usually seen in primary schools.
15. Relationships within the school are very good and pupils make significant progress in developing their social skills. Not all pupils are capable of working or sharing together, and a minority find it difficult to accept if they do not get their own way. The school works hard to overcome this.
16. Pupils contribute enthusiastically to life of the school and community. They rise to the challenge admirably and older pupils show they understand the importance of their part in ensuring the school is a civilised and orderly community. For example, school councillors spoke to their peers in assembly when other pupils raised concerns that lunchtime behaviour was not as it should be. Those who spoke to inspectors held mature views about the school and spoke movingly about the faith the headteacher has in them. Older pupils involved in Pirates of Penzance did the school proud during their afternoon performance.
17. Most pupils are confident in showing initiative, knowing that the school approves of them developing their independence. Pupils sorting Christmas cards in the library had volunteered for the job when they realised it needed doing. Bowbridge Buddies are the stars of the school. They have been specially trained to cope and proudly wear their red bibs as befits their status. These are pupils who help at playtime and lunchtimes by organising a huge range of games and activities for everyone to take part in, such as outdoor dancing sessions, skipping games and the like. Their involvement in play-times is one reason why behaviour around the school is so good.

18. Relationships between pupils, with staff and other adults are very good and the school is a happy, friendly place in which to learn. There are good levels of respect and consideration for others and pupils have a genuine liking and affection for their teachers.
19. The attendance rate, at eighty seven per cent, is poor. This figure is very low compared to the national average. Lack of regular attendance from a significant number of pupils is a major factor slowing down the progress they make. Improving attendance by working with parents is a key issue for the school to improve. A significant number of parents keep their child off unnecessarily, because they think the 'odd day here and there will not matter'. For some families, their child's non-attendance is considerably more than this. Part of the key issue includes working to help parents understand the importance of regular attendance.
20. The school population is very mobile and this means that sometimes there are pupils on roll who have left, but whose whereabouts are unknown for some weeks. This distorts the picture somewhat. The proportion of pupils absent without parents providing a genuine reason is high. A few families are up to half an hour late for school in the mornings, although punctuality has improved this term.

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

21. In the very short period of time since the school opened teachers have worked very hard to establish a team approach that is starting to be successful in raising standards throughout the school. The quality of teaching is good. All lessons observed were satisfactory or better. Over three-quarters were good or better and almost one third were very good or excellent. As a result of good teaching the quality of learning is good. Pupils want to learn and, no matter what their prior attainment, achieve well. Effective use is made of teachers with specialist subject knowledge in music and physical education. The high quality of teaching in Year 6 is a strong feature of the school. In all classes social inclusion is uppermost in teachers minds and great care is taken in involving all pupils in all activities.
22. The very good management of pupils by individual teachers in lessons and the opportunities they are given to work collaboratively with each other further develops pupils' behaviour and personal development. The underlying principles are care and respect for others, which are closely linked to the Learning for Life targets. They are promoted through the high quality of relationships in the school and the examples of all staff as they interact with each other and the pupils.
23. Teaching in the foundation stage is good. The teachers and nursery nurses work well together. They play an important role in helping the children to settle in when they first start nursery and provide good role models. All the adults have a good knowledge of how young children learn, relate well to them, and in consequence children learn and behave well. Literacy and mathematical skills are taught well. Good records are kept about individual children's achievements and these are well used to take learning forward. At the moment there are not enough planned opportunities for reception children to learn out of doors and there is a shortage of climbing equipment suitable for nursery children to develop their physical skills fully.
24. In Years 1 and 2 the quality of teaching is good overall and there are some examples of very good teaching. Teachers, teaching assistants and pupils relate effectively to one another, so that most pupils behave sensibly and are keen to learn. Work is usually well matched to what pupils can do. Teachers make lessons interesting and in the best lessons they have a very clear idea of what they want to achieve. They convey this to the pupils by explaining clearly. Often they use different methods to suit the purpose of the lesson. For example, using a 'warm up' activity to ensure readiness for handwriting, or by encouraging pupils to discuss topics with partners in order to clarify their thinking. The best lessons proceed at a good pace, which succeeds in maintaining pupils' interest and teachers use questions effectively to ascertain what they know and understand. Often subjects are linked together in a meaningful way. For example, the historical story about Grace Darling led to the designing and making of lighthouses in design and technology.

25. Good quality teaching continues in Years 3 to 6, building on the earlier successful methods. Examples of very good teaching were observed in several classes and some excellent teaching was seen in Years 5 and 6. In one of these lessons excellent use was made of 'team teaching' where two teachers quickly modelled what was needed to make an effective multimedia presentation in history. Sufficient time was allowed to enable most pupils to complete the task successfully. In a Year 5 mathematics lesson, demanding expectations ensured that high attaining pupils thought carefully and gave their full attention to carrying out challenging activities. Other common strengths include the willingness of teachers to try out new ways of making their lessons appealing to their pupils, whilst taking good account of the differing ways they learn. Teaching assistants are knowledgeable, well briefed and contribute much to pupils' learning.
26. The strategies for numeracy and literacy have been introduced well. Successful monitoring of the quality of teaching in mathematics is beginning to have a good effect on improving the quality of learning and the raising of standards. Pupils use their numeracy skills satisfactorily in other subjects. However, there is still work to be done to ensure that in all subjects they consolidate and develop their reading and writing skills in order to raise standards in English.
27. Throughout the school lessons are well organised in English and mathematics. In Years 3 to 6 pupils are taught in groups of similar attainment, which help ensure that all make the progress they should. Teachers usually share with pupils what it is they are expected to learn at the beginning of the lesson. The most successful teachers refer back to these lesson objectives throughout the lesson and conclude by asking well thought out questions to check what pupils have learned. Older pupils are frequently asked to share what they have learned by making presentations to an audience. However, despite the teachers best efforts, standards in English and mathematics remain below average.
28. The quality of teaching in science is good overall. Lessons are well planned and teachers have good subject knowledge. They allow pupils sufficient time to learn from their own mistakes through conducting investigations. The progress of the lower attaining pupils is sometimes held up by their poor language skills. A relative weakness in the teaching is that not enough use is made of assessment information to carry learning further forward and raise standards. No overall judgement can be made about the teaching of religious education in Years 1 and 2, but in Years 3 to 6 teaching is good overall. However, it is evident from talking to pupils and looking at previous work that world religions are not taught well. In art and design in Years 1 and 2 more direct teaching of skills is needed so that pupils develop their artistic skills in a progressive way.
29. The teaching of information and communication technology is good and is very effective in the older age groups. The plentiful resources available, together with the confidence teachers have in using them make a significant impact on the quality of pupils' learning in other subjects. In Years 5 and 6 teachers provide pupils with many opportunities to apply the skills they have learned. For example, producing word-processed research topics, which are very well presented. A relative weakness is that teachers place insufficient emphasis on pupils learning the techniques of control and modelling.
30. Pupils with special educational needs make good progress because their needs are identified at an early stage and effective support is provided for them. Provision for these pupils is very good. Information in great detail is kept on the school's Special Educational Needs file. Pupils are identified as soon as possible in the nursery. Teachers work towards the clear targets that are set. Pupils on the School's Action and Action Plus are assessed by the Special Educational Needs Co-ordinator (SENCO) who decides what type of assistance is required. The SENCO and class teacher write the Individual Education Plan (IEP) based on problem areas that need to be worked on. Long term IEPs and shorter-term targets are shared with pupils. Short steps are essential to help pupils realise that progress is being made. Class teachers work very hard and receive very good support from all support staff. Teaching assistants have a very clear understanding of what pupils require. They have considerable expertise in knowing when to intervene in whole class times so that all can benefit from what is being taught. During group or individual teaching time they ensure that pupils stay focussed on their tasks by using a skilful mix of firmness and encouragement.

31. Teachers set homework regularly. This makes a good contribution to pupils' progress because it is linked well to what has been taught in class, is tailored to pupils' individual needs and frequently helps them to learn independently.
32. Teachers make good use of the resources available. Visits and visitors are also used imaginatively to stimulate interest and improve the quality of learning, especially in subjects such as history, geography and religious education.

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

33. The headteacher, and senior staff have made a good start in laying down the foundations of a generally well-balanced curriculum in the new school in a relatively short time. A central feature of the school's work is its determination to value all pupils and to include them in all aspects of school life.
34. The curriculum meets the requirements of the National Curriculum and religious education through the locally agreed syllabus. Most subjects receive a satisfactory allocation of time. However, the time allocated to religious education in most classes leaves teachers with very little opportunity for a variety of written tasks and lacks in depth study of world religions. The school is justly proud of the pupils' use of information and communication technology [ICT]. Many pupils are confident when using the school's lap top computers, which are made available to pupils.
35. There are appropriate policies for all subjects, but at present many of these are still in draft form. In the main, the school teaches the subjects in the curriculum using nationally accepted or local authority guidelines. Teachers' long-term planning forms a sound basis for teaching the National Curriculum. The monitoring of teaching and learning in mathematics is good and has resulted in improvements in teaching.
36. As a consequence of the implementation of the National Literacy Strategy, standards of attainment are beginning to improve in literacy, admittedly from a very low starting point. All the elements of the Literacy Hour are included regularly in English lessons and the development of literacy skills is just beginning to have a positive impact on pupils' progress. This is particularly so in the higher attaining groups in Years 3 to 6.
37. In mathematics too, standards have begun to improve. The satisfactory introduction of the National Numeracy Strategy, combined with the improvement in teaching due to advice and support from the local education authority, have been key factors in the improvement already made. Very good help from teaching assistants is enabling pupils to make good progress.
38. The good provision for pupils with special educational needs enables them to make good progress in basic skills within the whole curriculum of the school. The very good early identification of needs, which has been put in place since the opening of the new school, triggers a clear and effective programme of action involving all staff who work with pupils. Teachers set detailed targets in pupils' individual education plans and plan work so that pupils make good progress towards the achievement of their targets.
39. The provision for extra curricular activities is very good and includes competitive sport for boys and girls, a thriving breakfast club, recorders, guitar, chess, dance, French, games, a homework club and drama. Many teachers and support assistants give of their time outside lessons to organise clubs, which extend and enrich pupils' learning. These activities are well supported by the pupils. The school is good at ensuring that all pupils have equal opportunities to participate.
40. Opportunities to perform for an audience help boost pupils' confidence and self-esteem as well as supporting the pupils' improving attainment in music, speaking and listening and in other curriculum areas. During the inspection the school managed to stage three separate Christmas productions, despite having an inspection team in the school, workmen on the roof and lorries

coming and going bringing materials to the new school hall that is currently under construction. All three productions were of a high standard incorporating many curriculum areas, including an excellent performance of the Gilbert and Sullivan opera the Pirates of Penzance. Large numbers of parents attended and were pleased to see how their children were developing. These productions are helping to establish the ethos of the new school.

41. The Physical, Social and Health Education Programme (PSHE) for pupils is good. It includes appropriate attention to sex education and drugs misuse. The school has taken part in a healthy eating programme, which has been very successful in teaching pupils the value of a balanced diet. The new school garden is beginning to produce vegetables which are used in school.
42. The school makes considerable efforts to enrich the curriculum for pupils through a wide range and variety of visits and trips, and also by actively encouraging and inviting visitors to the school to share their expertise and experiences. For example, pupils visit Brackenhurst College and Nottingham museum. During the inspection, Year 1 pupils visited Perlethorpe and enjoyed a variety of activities linked to a Victorian Christmas. There are overnight camps for Years 3 and 4 and residential visits to Sheringham and Dovedale for Years 5 and 6.
43. The local church is used well. The school visits the church for services at harvest, Christmas and Easter and the vicar is a regular visitor to the school, taking part in assemblies and talking to pupils in class as well as welcoming them on visits to the church.
44. The community contributes productively to the life of the school and this enhances the pupils' learning. Opportunities for parents to study are also provided. For example, courses are available in Child Behaviour Management, An Introduction to Computers, Numeracy for Parents, Training for Classroom Assistants and a Practical Craft. There are satisfactory links with the local secondary schools in the area. The transfer of records and attainment data is good and is supported by good opportunities for pupils to make an effective start in the next stage of their education.
45. Provision for spiritual development is good. The school meets the statutory requirements for collective worship in that whole-school, infant / junior and House assemblies are all held regularly and are carefully planned to provide good opportunities for the pupils' spiritual development. On these occasions pupils enter quietly and respectfully to music played in the background and quickly settle down to listen to the teacher. Frequently, pupils have the chance to quietly reflect upon what they have listened to before a short prayer is introduced. The general ethos of the school makes a good contribution to pupils' understanding and development of their values. The school plans visits and activities to develop pupils' spiritual awareness. For example, during the week of the inspection, Year 1 pupils extended their religious education lessons by visiting a real stable where they dressed-up and acted the Nativity. They experienced the warmth that straw provides as they covered their legs with it. Later, in the church they sat in pews to marvel at the carvings and stained glass windows. Another example was observed in Year 3 where the pupils had effectively used their computing skills to present work on, "How are you feeling?" They wrote about a wide range of feelings that included 'happiness'; 'anger'; 'worry' and 'sadness' and shared them with others in the class.
46. Provision for pupils' moral development is very good. Teachers and support staff act as good role models and are always available to listen to and talk with pupils in a caring manner. In one class for example at the start of the day, one child was distressed as she entered the classroom and others appeared cold and rather miserable. The teacher, who organises gentle music to be played as the pupils enter the room, took time to comfort and reassure the distressed child which resulted in her quickly settling back to normal. For the others, he made certain to have a word with each of them as he marked the register. This pleased them, and in-turn, cheered them up before they began their lessons. Pupils are aware of the rules of acceptable behaviour because teachers regularly remind them, and when appropriate, use situations to explain, what is right and wrong. Sanctions, or the threat of them, are used occasionally and fairly, as for example, in a religious education lesson when a small group of pupils were distracting others and preventing them from listening to a visiting speaker responding to their questions.

47. Provision for the development of pupils' social skills is very good. The school plans and provides a wide range of opportunities. For example, pupils are frequently asked to work in pairs or small groups and encouraged to share their learning with others. The School Council helps to develop pupils' sense of responsibility for others and to develop a better understanding of what it means to be a good role model; the House system encourages a good sense of team spirit and a balanced, positive attitude towards competition; pupils congratulate and encourage each other when their actions help others. An excellent feature of the school is the Buddy system in which selected Year 6 pupils look after younger pupils on the playground during morning break times and the lunchtime. These pupils have the option to apply and participate in an interview as part of the selection process. Each week, on a rota system, the deputy headteacher gives directions as to their tasks in providing apparatus and play equipment for others to use. During the week of the inspection they were observed handing out equipment, monitoring its use and collecting it back most efficiently and without fuss. As well as learning to take responsibility for themselves they are learning how to help others. Residential visits are organised for the pupils in Years 5 and 6 that help them to learn to live together and take on a wider range of responsibilities.
48. Provision for the cultural development of pupils is satisfactory. Pupils have a good range of experiences of their own culture and traditions but more needs to be done to provide them with an appreciation of life in a multicultural society. The school is aware of its composition and the isolation of the immediate community from people of other cultures and as a result, has begun to look for ways in which to compensate for this. For example, pupils in Year 5 have begun to establish friendships with pen pals in a school very different to their own. They were observed excitedly reading the first responses to their original letters and sharing information and photographs with their peers about their pen pals. The teacher, in helping them to write replies, plans to use this opportunity to develop a deeper understanding and awareness of other cultures and beliefs. Other examples include a displayed statement in the main entrance area celebrating the culture and background of the school's 'traveller community' and the occasional visits to the local mosque. The school is in the early stages of developing this aspect of the curriculum and needs to continue to find ways to enhance it. In other areas of the cultural development of pupils, the school uses music, drama and poetry to very good effect. During the inspection the year 6 pupils gave an excellent performance of "The Pirates of Penzance" to their parents and friends. A visit to the Town Hall to participate in a Remembrance Day service resulted in high quality poetry in which the pupils wrote about their feelings and developed their knowledge and understanding of 'War'. Visits to local buildings and arrangements for speakers to come into the school are helping pupils to develop an all-round awareness and knowledge of local and national cultures and traditions.

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

49. There are very good arrangements for child protection, safety and pupils welfare. Teachers are very aware of and mostly sensitive to the personal and home circumstances of each pupil. A member of staff has been designated child protection co-ordinator and has recently attended training to update his skills. There are two other staff members trained to deal in his absence. The school liaises well with other welfare agencies; they are adept in using a number of specialists when particular help is needed for an individual child.
50. A new and appropriate health and safety policy is in place and a governor takes a special interest in health and safety matters. He has spent time devising his own health and safety checklist to ensure nothing is overlooked. Safety is an ongoing issue and takes much of the headteacher's time at the moment, because of the extensive building work taking place very close by.
51. The school places a strong emphasis on helping pupils live a healthy lifestyle. Within their local authority, they have earned recognition as a beacon of good practice for promoting healthy eating. Pupils contribute towards the choices for lunchtime menus and the food from the kitchen is well-balanced and good quality. Setting up a breakfast club has been another success story; pupils receive a free basic breakfast, with additional healthy options available to buy. It is largely self-financing and the school has data showing pupils' attendance, behaviour

and attainment has improved since it started. Fruit and milk available at break time complements the breakfast and lunchtime options. Produce from the award winning school garden is used in the kitchen; during inspection week, the lunchtime salad contained school-grown red cabbage!

52. The school has very good systems for encouraging positive behaviour and monitoring challenging behaviour. The carefully thought out draft behaviour policy is seen as a working document and provides a comprehensive guide for staff. Everyone works hard with consistency of approach to create a happy, positive atmosphere that promotes good behaviour.
53. One reason for their success is the emphasis on the positive and the way in which good behaviour and attitudes are constantly praised and re-enforced. There is a considerable range of awards and certificates, such as 'Good Day Cards' where younger pupils get a sticker for each good day, which goes on a chart. 'Learning For Life' awards, especially those for self-discipline and co-operation, also play an important part in helping encourage a good standard of behaviour.
54. A minority of pupils has very challenging behaviour. This is skilfully managed and does not disrupt learning. The school is building a good relationship with the local pupil referral unit and this partnership is helping to keep pupils in school who are at risk of exclusion. Poor behaviour is carefully monitored through class record books and behaviour monitoring sheets. Records of any instances of bullying are carefully kept and the school takes them seriously. Pupils confirmed this is the case.
55. Another significant factor why behaviour has improved in recent months is because of the importance the school attaches to the role of midday supervisors. Staff are well trained to encourage good behaviour and positive play from pupils at lunchtimes. In addition, Bowbridge Buddies are key figures in ensuring playtimes are productive and well organised. Evidence shows that the number of playtime accidents has reduced since they were introduced.
56. The way the school monitors and supports pupils' personal development is good. Teachers record their own notes in 'Field Notebooks' and regular weekly staff briefings are used to raise awareness of welfare issues relating to individual pupils. The school cares for all special educational needs pupils very well. Difficulties are identified early and targets are set. The school has good working relationships with all agencies, which are used regularly to assist pupils.
57. In contrast to the strengths described above, procedures for monitoring and promoting attendance are unsatisfactory. This is a key issue for the school to improve upon. Monitoring attendance has been more focussed since the start of the academic year with the appointment of an Educational Welfare Assistant (EWA) who is working closely with the school. There is now a shared commitment from both parties to improve attendance but it is early days. The school has not set itself a specific target to aim for in its new draft action plan. Initiatives in place, and those planned, lack the rigour needed to make a lasting improvement. The school was without an Educational Welfare Officer for some time last year, because of reorganisation, which had a negative impact upon attendance figures.
58. A small number of families have been referred to the EWA, but this still leaves a large number whose attendance is sporadic. The current system of sending out letters and enquiries from teachers has little lasting impact in improving the picture. There is no regular first day reminder to parents so they realise that the school means business. Current systems for rewarding attendance are too limited and are not high profile or attractive enough to pupils. There is little whole school emphasis to show this is a school determined to improve. The school, in partnership with the EWA, has had some success this term in reducing the numbers of families arriving late in the mornings. This is a positive start.
59. The systems in place for the monitoring of pupils' academic performance are satisfactory overall. In English and mathematics they are good. The arrangements used to track pupils' progress include statutory and non-statutory tests, tests of non-verbal reasoning and other informal testing by teachers at appropriate times. Many use effective questioning at the end of

lessons on what has been learned, as part of their assessment strategy. Test results are analysed conscientiously and targets set for improvement in mathematics and English. Reading and spelling records are maintained conscientiously. There is a clear policy for marking pupils' written work but there are some variations in the effectiveness with which it is applied. Pupils' achievements in English and mathematics are recorded and the information is used well to predict and monitor progress. Information is used successfully to group pupils and to provide additional support as necessary. All teachers have recently been involved in focussing on their assessment of reading, writing, mathematics and attitudes to learning, of low attaining pupils. This has enabled them to set individual targets that meet pupils' specific needs more accurately in order to raise standards.

60. In ICT, pupils' skills are being assessed and recorded. However, in science assessment information is available but is not yet being used sufficiently to raise standards. This is a new school and it is not surprising that arrangements for assessment in other subjects are less well developed. Medium term planning sheets show general achievements in given topics, but the school has not yet had time or seen as a priority to incorporate pupils' skill development in other subjects into their assessment systems. Teachers know pupils well and use this knowledge informally to take account of their progress.

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

61. Parents have a positive view of the school. It was initially difficult to gauge their views, as few attended the parent's meeting and the numbers of questionnaires returned was on the low side. However, most parents spoken to during the inspection were happy with the school.
62. Nearly every area from the parent's questionnaire elicited an overwhelmingly positive response. In particular, every parent who replied said they found the school approachable and friendly. This is very true; the headteacher and staff see liaison with parents as vitally important and the school offers a friendly welcome. They make themselves very accessible for informal discussions. The school really does live by its vision statement, which states that it will treat parents (and pupils) with 'unconditional regard'.
63. A small minority of parents has concerns about homework. Inspectors found that the way the school plans for, organises and uses homework is good. There is also good support to help pupils complete it at homework clubs. The school urge parents to contact them directly if they have concerns.
64. One of the schools' main strengths is the partnership it has with a local college, providing a range adult learning courses for parents using European Social Fund money. Some courses cover topics of general interest, whilst others are offered to develop parenting skills, covering areas such as behaviour or 'how to help your child with mathematics'. This is in addition to the Anytime Anywhere Learning Laptop project where older pupils are given the opportunity to take lap top computers home and parents can attend courses to develop their own computer skills. This project is major factor why pupils' skills in some aspects of ICT are better than those expected nationally.
65. The school is constantly looking for ways to develop its very good relationship with parents and improve further the very good quality information sent out. Good quality half-termly newsletters are interesting and carefully phrased in order to be appealing. This is in addition to a large section of information for parents on the school's informative web site. The school does not know at present how many parents are able to access this facility. There is little in the way of information for nursery parents but there are plans to rectify this.
66. Staff work closely with parents on curriculum matters, and there is plenty of guidance on how they can help with topics, reading, and homework. This is mainly through the informative year group booklet, launched annually with a meeting for parents to explain the contents. Disappointingly, under half of parents attend. In addition, curriculum Open Days are held

usually twice a year, when staff organise activities (for example a mathematics trail) for parents to take part in with their child. This is helping them appreciate what is being taught and how they can help at home. These events are usually quite popular and well attended.

67. Another strength is the value the school places on communicating through home/school diaries. Teachers use them to write messages and record when they have heard children read. Diaries are discussed with parents at parent's evenings, when teachers refer to the child's targets recorded in them. Parents who do not attend are contacted and offered alternative appointments. In this way, the school tries to make sure they see all parents, one way or the other.
68. Pupils' annual reports are satisfactory and contain an appropriate amount of information about their progress. Targets for improvement, based upon pupil's attitudes or behaviour, are also suggested. These complement the mathematics and English targets set each term.
69. Parental involvement in school life is good and their role is developing. They provided some valuable help with costumes and staging for the Pirates of Penzance performance, which parents and inspectors thoroughly enjoyed during the inspection. A group of parents are forming a Parent's Association to help raise money for extra items of equipment for the children. Parents who are governors give much time in support of the school. Their energetic support ensured that, in contrast to many schools, a good number of parents attended the Governors' Annual General Meeting. A small but loyal group of parents help in classes.
70. Unfortunately, a minority of parents does not have a responsible attitude towards making sure their children attend school regularly and on time. This is a major reason why the schools' attendance figure is so low. Parents often allow much of the absence to take place, which is limiting the amount of progress their child is making.

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

71. The inspection took place the week prior to the Christmas holiday, at a time when a major new building project was taking place, part of the school roof was being mended and children were involved in presenting three different school productions for parents to enjoy. Despite all these potential distractions and the added problems of the school being accommodated in two separate buildings and inclement weather, the school functioned exceedingly well. Very good internal management systems are in place and the school's administrative staff work very hard in supporting the headteacher in ensuring the school is very well managed.
72. The overall quality of leadership is good, with especial strength in the very good leadership of the headteacher who was appointed to the headship of the newly amalgamated school in April 2001. This is well recognised in the strong agreement by 98 percent of parents who returned the questionnaire and think the school is well led. The headteacher has drawn up effective plans for the development of the new school. The plans cover not only appropriate action to raise standards but also includes other initiatives such as target setting, staff roles and liaison both internal and external.
73. The headteacher has high expectations of all staff and pupils and is very effective in working alongside others to achieve them. He knows his staff, pupils and parents well and is fair and consistent in his dealings with everyone he comes into contact with. For example, from the very beginnings of the new school, he has been keen to stress to everybody that it was a new start and any problems associated with the old schools should be forgotten. One of his first tasks was to provide a mission statement for the school. All staff, including caretakers and midday supervisors were invited to contribute ideas towards it. As a result, he gained the full support of staff in ensuring that everyone focussed in doing their best for the pupils of the new Bowbridge School. As a result the school's aim to develop in pupils' 'Learning for life', is met.
74. Members of the senior management team provide good support in identifying where the school needs to improve and how this might be done. In addition the deputy headteacher is effective in evaluating critically school data from assessments in order to pinpoint areas of weakness

and to set targets. As a consequence, teachers have a better awareness of pupils' progress and are able to predict attainment more consistently in English and mathematics. This is helping to raise standards especially in Years 1 and 2 because teachers' expectations are higher and pupils are in turn lifting their performance. The quality of subject co-ordination is satisfactory overall, subject leaders have as yet not been fully involved in monitoring the quality of teaching and learning. The good subject leadership in mathematics serves as a good model of what can be achieved.

75. Through its committees, governors fulfil their legal responsibilities. The school has recently adopted a policy for racial equality. The policy formalises the very good practice found throughout the school of all pupils being involved in all activities no matter what their background or aptitude. The governing body makes a sound contribution to the management of the school. In the relatively short time the school has been opened governors have rightly focussed their efforts on issues relating to staffing and on the 'teething problems' that occur when a school is in its infancy. All members of the body are supportive of the school. They are highly appreciative of the efforts of the headteacher and through his detailed reports have a good knowledge of the strengths and weaknesses of the school. However, the governing body's role in strategic planning is at an early stage of development. A recent review of governors' effectiveness has highlighted points for development.
76. The quality of financial planning and control are good overall. Financial procedures and regulations are clear. A recent audit has been undertaken and the recommendations are being acted upon. The finance committee monitors spending appropriately. There are good systems in place for the ordering of goods and services and the governors are aware of the need to obtain value for money on all purchases but do not evaluate the effects of spending on standards and achievement. Good use is made of information and communication technology and to help manage the budget. Money allocated to special educational needs is used well. The school makes good use of any additional grants received from local or national initiatives. For example, the school has obtained money to pay for the setting up of childcare facilities before and after school.
77. The enthusiastic Special Educational Needs Co-ordinator is very well organised and provides good leadership throughout the school. She has established excellent relationships with all staff and support agencies. The governors are linked with the school's provision for pupils with special educational needs. They come into school to observe teachers at work with these special educational needs pupils. The school has a very good special educational needs policy, which is effective. The support provided for pupils with special educational needs is effective in enabling them to make the same progress as the rest of the class.
78. The school has a good number of qualified teachers to meet the needs of the pupils and to teach the National Curriculum and religious education. However, the school has difficulty in recruiting teachers. On the permanent staff there is a good blend of experience and expertise. Good use is made of the specialist skills of teachers with expertise in music and physical education. Temporary teachers and those new to the profession are well supported and all staff benefit from training. The hardworking-teaching assistants provide very good support to all teachers. Arrangements for performance management appraisals are effective.
79. The two school buildings are adequate but some distance apart. The school has created a very good learning environment within the junior building which in a previous life was an army camp. However, the building is very vulnerable to vandalism and expensive to heat. Good displays of pupils' work improve the learning environment considerably. A substantial amount of money has to be spent to ensure that the two buildings are kept in a good state of repair. For example, during the week of the inspection the infant block was being re-roofed. The school grounds resembled a building site during the week of the inspection because of the construction of the eagerly awaited sports and arts centre. Though the school grounds are extensive, they are rather bleak. However, pupils are provided with an excellent range of activities to keep them fully occupied during break periods.

80. There is a satisfactory range and quantity of resources in most subjects. However, there are not enough resources to teach religious education in sufficient depth or for children in the foundation stage to use in the outside area. The junior library is not well stocked. Resources are very good overall in ICT, apart from teaching materials to support the control and modelling strands.

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

81. In order to improve further the quality of education the governors, headteacher and staff should:

**(1) Improve pupils' reading and writing skills by :**

- ensuring that the good practices in these areas are shared;
- ensuring that planning in other subjects clearly identifies appropriate opportunities to use and apply their writing and reading skills;
- making sure that when pupils' writing is marked it identifies what pupils need to improve on;
- setting challenging targets and explaining to pupils and parents how these can be achieved.

*[See paragraphs 97,100,101,138 and 161 in the main report.]*

**(2) Raise pupils' knowledge and understanding of world religions by :**

- providing appropriate in-service training to develop staff confidence and knowledge;
- ensuring that a good range of teaching materials are available;
- ensuring that regular lessons are planned that are of a suitable length in order to allow teachers to use a range of different teaching strategies;
- evaluating the teaching of religious education.

*[See paragraphs 157 and 161 in the main report.]*

**(3) Ensure that information of what pupils know, understand and can do in science is used to improve standards in the subject.**

*[See paragraph 118 in the main report.]*

**(4) Ensure that teaching and learning is monitored and evaluated in all subjects by:**

- providing training for members of staff in developing the skills to undertake monitoring and evaluation of teaching and learning;
- establishing a manageable programme for monitoring and evaluating teaching and learning and time for members of staff to do it;
- ensuring that the information gathered is used to improve standards in the subjects.

*[See paragraphs 74 and 118 in the main report]*

**(5) Ensure that effective strategies are in place to raise pupils' levels of attendance.**

*[See paragraph 57 in the main report.]*

### **In addition the school should;**

- (1) Improve library resources and outdoor resources for children in the nursery and reception classes.
- (2) Ensure the results of the audit of governors' skills are used to improve governors' effectiveness.
- (3) Ensure that in Years 1 and 2 pupils develop progressively their artistic skills.

*[See paragraphs 98, 75, 120 and 122 in the main report.]*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	78
Number of discussions with staff, governors, other adults and pupils	19

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	19	36	18	0	0	0
Percentage	6	24	46	23	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)	48	375
Number of full-time pupils known to be eligible for free school meals	N/A	104

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	6	98

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	43
Pupils who left the school other than at the usual time of leaving	40

### Attendance

#### Authorised absence

	%
School data	11.7
National comparative data	5.4

#### Unauthorised absence

	%
School data	1.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	32	24	56

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	26
	Girls	17	16	19
	Total	37	36	45
Percentage of pupils at NC level 2 or above	School	66 (71)	64 (83)	80 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	26	25
	Girls	17	16	19
	Total	37	42	44
Percentage of pupils at NC level 2 or above	School	66 (75)	75 (81)	79 (85)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	24	37	61

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	17
	Girls	27	24	29
	Total	39	38	47
Percentage of pupils at NC level 4 or above	School	64 (67)	62 (68)	77 (85)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	12	10	17
	Girls	25	24	29
	Total	37	34	46
Percentage of pupils at NC level 4 or above	School	61 (67)	56 (63)	75 (83)
	National	73 (72)	74 (74)	82 (82)

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



### **Recruitment of teachers**

Number of teachers who left the school during the last two years	5.7
Number of teachers appointed to the school during the last two years	9.2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out

423

Number of questionnaires returned

53

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	51	47	2	0	0
My child is making good progress in school.	64	34	2	0	0
Behaviour in the school is good.	43	53	0	0	4
My child gets the right amount of work to do at home.	42	40	15	2	2
The teaching is good.	66	30	2	0	2
I am kept well informed about how my child is getting on.	49	43	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	70	30	0	0	0
The school expects my child to work hard and achieve his or her best.	79	19	0	0	2
The school works closely with parents.	51	45	4	0	0
The school is well led and managed.	62	36	0	0	2
The school is helping my child become mature and responsible.	66	32	0	0	2
The school provides an interesting range of activities outside lessons.	66	30	2	0	2

## **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**

82. Children's attainment on entry is well below that typical for their age. The quality of teaching and learning are good in both the nursery and reception classes and as a result children achieve well during their time in the Foundation Stage. However, by the time they start in Year 1 children's very low starting point prevents them from reaching the goals expected in reading, writing, mathematics and knowledge and understanding of the world.
83. Children are admitted to the nursery soon after their third birthday and usually attend part time. They are admitted to the reception class, full time, at the beginning of the school year or at the start of the summer term following their fourth birthday, depending on when their birthday falls. When children start in nursery very few have skills which are typical for their age. Very many have difficulties in communicating and in understanding the needs of others. Although most children make good progress in the nursery and in the reception class a few do not attend school regularly and their progress suffers as a result. Those who are admitted in the spring term do not have enough time to catch up with the progress made by the rest of the reception year group in the previous two terms. Children make good progress in physical skills, but the school lacks some of the equipment necessary for them to achieve all the goals. Very good progress made in social skills and good experiences in creative work mean that the achievements for most match those expected for the year group in those two areas of learning.

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

84. When they start nursery many children lack the confidence and independence that are typical for their age. Good teaching and a range of interesting experiences, ensure that by the end of the foundation stage many children in the foundation class are achieving the expected skills and attitudes. Teachers and the other adults promote personal development very well. When children start nursery they benefit from being in the care of a 'key worker', which helps them to feel secure and allows parents to have a shared understanding of the progress their children are making. Children are encouraged to be independent by choosing their own activities at the start of the nursery day and in reception to find the equipment they need to carry out tasks. For example, during the inspection most reception children managed to find their own kit and to dress and undress independently for physical education. Teachers and other adults are good role models. They handle books carefully and children do the same. Older children help younger ones to join in their games and to take turns, so that most children understand what is right and wrong and that others have needs and a right to be heard. As a result of teachers' good knowledge of how young children learn and their skills in relating to them, most children behave well. They understand what the adults expect of them and that some rules exist so that all can share in trying out new activities.

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

85. This aspect of the foundation curriculum receives a prominent focus in all areas of learning. The quality of teaching is good and children learn well. Despite the good efforts of both teachers and children, few children are in line to reach all the expected goals by the end of the reception year because of well below average skills when they start school. For example, few are able to use talk to organise, sequence and clarify their thinking. In all activities teachers speak to children and get them to respond by asking them well phrased questions. For example, in nursery, children were asked to talk about which colours of glitter would go well with their painted Christmas decorations.
86. In both classes children learn about letter sounds, sometimes by playing a game in a small group in nursery or by practising how to form the letters correctly in the reception class. In both classes the children are encouraged to use the writing materials, which are freely available. For example, in nursery they 'sign' their Christmas cards and in the reception class they make 'pretend writing' about things they have done. A good feature is that teachers observe

children's achievements carefully and use this information to take their learning forward. Consequently by the end of their time in nursery a few children are able to write their names independently and, by the end of the reception, a minority can write short sentences.

87. Another good feature of the teaching is the reading of stories in both classes, which helps children to enjoy books. For example, the reception class children thought the moving pictures in 'The Great Pet Sale' were fun and this encouraged them to observe carefully and talk about the story. By the end of the reception year, the higher attaining children read simple stories and can talk about the characters. Most of the others behave as readers, point to the words and can recognise some of them.

### **Mathematical development**

88. When children start in nursery most do not have the mathematical knowledge or vocabulary that is typical of their age. Good teaching ensures that children achieve well, though few reach all the goals expected by the time they leave the reception class. For example, they have difficulty with using everyday words to describe position.
89. Teachers in both classes, place a strong emphasis on practical activities to help children understand about numbers. A good feature of the teaching in the nursery is the use made of the time spent in small groups at the beginning of each session to count the children present and to match this with appropriate number. This is carried on in the reception class and helps children to count larger numbers reliably. In both classes children count, match and sequence objects and shapes soundly, as part of their play. For example, children in reception handled money when making 'purchases' at the class shop. Teachers use mathematical language frequently in stories, rhymes, action songs and in imaginative play. They ask mathematical questions such as 'How many?' 'Which is bigger?' 'Is that more?' They make good use of information and communication technology to help children consolidate what they are learning.

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

90. When children start nursery their experiences are more limited than those found in most schools. Many children are not able to express themselves fully about what they know. Good teaching ensures that children achieve well, but most are unlikely to reach the expected goals by the end of the reception year.
91. Teachers try hard to provide a wide range of first hand learning experiences, which develop children's knowledge of the world. There are opportunities to use construction toys in both classes and children talk about what they can see, but few reach the stage where they ask and answer questions for themselves about why things happen and how things work. Outdoor activities, which are part of the planned nursery day, allow children to have real experiences of the weather and to find out what it is like to play on different surfaces. Both classes make visits, which give added interest to their learning. For example, reception children learned about their own community and their local area on a visit to the church and the library. Special events in children's own lives, such as birthdays, are shared and both classes were introduced recently to the celebrations of others by making pictures and candleholders for the Jewish festival of Hanukah. Through regular use of the computer, children know how to make a computer mouse move objects round the screen.

### **Physical development**

92. Most children make good progress in physical development because of good quality teaching. Nursery children enjoy playing with a good range of wheeled toys and balancing equipment, but physical opportunities are limited by the lack of suitable climbing apparatus. Reception children have little access to outdoor play activities as part of the planned curriculum. The physical education lessons in the hall, go some way to make up for this by giving opportunities for vigorous exercise and so help children move with increased control, co-ordination and confidence. Teachers work hard to make sure that children know how to use a range of tools,

equipment and utensils correctly. By the end of the reception class they use paintbrushes, glue spreaders, scissors and other implements proficiently. However, more direction is needed in ensuring that children hold pencils properly when writing.

### **Creative development**

93. Good teaching ensures that by the time children leave the reception class they achieve most of the goals expected for their age. In both nursery and reception there are good opportunities to mix colours using paint and to experiment with materials such as sand, water, dough, paper and fabric. Children make pictures and objects. A good example of their developing skills is in the detail they include when drawing pictures of themselves. They handle interesting objects such as 'shiny things' with delight. They engage in imaginative play in which they take on different roles and a good feature of this is the frequent involvement of an adult to stimulate the conversation. In one good example a child with special needs was helped to take a full part in loading presents on Santa's Sleigh! Children learn songs and explore the sounds made by different instruments. As part of the celebration of Christmas teachers work hard to provide every child in both classes with the opportunity to demonstrate some of the skills they have learned in a performance for an audience of family and friends.
94. The new co-ordinator for the foundation stage has made a good start, working with other staff to compile a plan to improve the quality of children's play. She has recognised the need to produce written policies (which in practice are fully in place), and to make more information available to parents. Her good subject knowledge as literacy co-ordinator means that the foundation stage is in a strong position to move towards raising standards in English. The introduction of strategies to improve children's spoken language is a promising beginning.

### **ENGLISH**

95. From a well below average starting point, pupils show good achievement as they move through the school. However, by the time pupils leave, whilst standards have improved and are in line with those found in similar schools, they are below average when compared with all schools. The results of National Curriculum tests for Year 2 and Year 6 pupils in 2002 were well below those found in all schools. However, a high level of pupil mobility and an above average number of pupils with special educational needs adversely effected these results. Pupils have a good attitude towards their work, which, when combined with the good, and sometimes excellent teaching, results in good progress being made. Teachers plan the lessons well and make use of what pupils know, understand and can do. They set challenging targets in order to reduce the proportion of pupils that are below the expected attainment levels – currently about two-thirds – and to raise the numbers of higher achievers. Pupils with special educational needs are identified early and make good progress during their time in the school as a result of well-organised and focussed support in small groups where specific language skills are practised and reinforced.
96. The National Literacy Strategy has been implemented well. The teachers understand the structures in detail and it is used throughout the school. Pupils in Years 3 to 6 are placed in teaching groups according to their current levels of attainment in order for teachers to focus more precisely upon their needs. This system of organisation works well and ensures that pupils learn at the most appropriate pace. Lessons are carefully planned. Teachers set targets for individual pupils and all of them successfully build upon what the children know, understand and can do.
97. Overall, standards in reading are below expected levels. Inspection evidence indicates that with the improved focus upon reading in school, the encouragement to take their books home and the increased involvement of parents, standards are rising. Pupils' make good progress in reading, given their very low starting point. Most pupils have a good attitude towards reading and are developing a love of books. The higher attaining pupils in Year 2 are aware of alphabetic ordering, with some able to describe how to find sections on particular subjects in an encyclopaedia. When reading unfamiliar words, higher attaining pupils use strategies that include sounding out letters and using pictures to arrive at the correct word. However, a

significant majority of pupils have yet to attain these skills. All younger pupils are well taught to use a full range of strategies, for example phonic skills to help them read and spell accurately. However, more emphasis is needed for pupils to apply these skills in other subjects.

98. In Year 6 the higher attaining pupils read fluently, accurately and with expression. Good teaching in the guided reading sessions helps to ensure that all pupils improve as they progress through the school. The current emphasis on reading is beginning to show signs of pupils' increased enjoyment of reading. For example, during the inspection a Year 6 pupil remarked, "I always read when I'm bored". The recent emphasis on promoting the school library provides opportunities for all pupils to learn about how a library works, how to find a particular reference book and to develop their research skills. However, the library is not well stocked with books and this has a limiting effect on pupils' progress.
99. In speaking and listening, pupils start in Year 1 with attainment levels well below expectations. Lesson observations confirm that speaking and listening skills are being developed well in all classes. Almost all pupils listen attentively to teachers and to each other. They follow instructions carefully and without fuss and are enthusiastic to contribute positively to discussions. However, their lack of knowledge of the correct technical vocabulary limits the progress they make. They make good use of what they have learned and draw upon their personal experiences when making contributions. Pupils are provided with a range of opportunities that help them gain confidence in expressing their ideas and making suggestions. They know that they will be sympathetically listened to by adults and peers alike. The good level of teachers' questioning skills ensures that pupils' achievement in speaking and listening is continually improving. Excellent opportunities were provided during the week of the inspection for pupils to use their speaking skills in the school's Christmas productions performed for parents.
100. Standards of writing are well below expectations in Year 2 but improve to below expectations by Year 6. The combination of carefully planned lessons together with a well focussed daily literacy hour and good teaching are beginning to have a beneficial effect on pupils' writing. The development of writing skills such as spelling, grammar, punctuation and handwriting are emphasised throughout the school with the result that the majority of pupils are building upon their current levels of attainment. However more needs to be done to improve pupils' attainment. The school needs to provide more opportunities for pupils to use writing in all subject areas.
101. From the work seen, opportunities for writing extended sentences and paragraphs are limited which means that pupils are not writing enough. However, examples of very good writing were seen in Year 6. Pupils had written very moving and, with the use of computers, excellently presented poetry for a History project on "War". One pupil wrote the following opening lines to each verse:

"War bullies you...  
Its voice screams....  
Its hands grab....  
Its fingers poke and prod...  
Its feet kick..."

As a result the theme of war and bullying was dealt with very well. Another developed the opening line, "War opens up darkness to those that have gone", by writing most effectively about the associations of war, death and darkness for those left behind. Such writing was the exception rather than the norm. Very good use is made of computers by pupils to word-process their writing. However, this is limiting the number of occasions that pupils practice their writing using a pen or pencil - a skill which, given the circumstances, needs more rather than less practice.

102. The school has recognised the need to improve the presentation of the pupils' writing and has introduced a common scheme to help ensure that all pupils are taught to write in a legible, joined handwriting style. Many examples of poor pencil grip were seen, which is a hindrance in improving writing skills. The school is aware of this and has taken action to correct it at an early age. It will, however, take time to work through the school.

103. The quality of teaching overall is good with examples of very good and excellent teaching seen in the top age group. All teachers plan carefully, set targets and assess their pupils' progress throughout the lesson. They work hard to ensure that the pace of the lesson and the task set is appropriate to the current level of the pupils' knowledge and understanding. Marking is variable and is often limited to short comments. In the best examples it offers praise, corrects errors and offers information to pupils on how to improve and reach their targets.
104. The co-ordinator for English has only recently been appointed. Therefore, it is not possible to make firm judgements on the impact of her leadership. She is knowledgeable and experienced and since her appointment is beginning to provide good support for all of the teachers through providing training, maintaining resources, sampling pupils' work and assisting with planning future lessons. Currently, she is not involved in monitoring the teaching of English. The school library is not well stocked with books but in classrooms there are books of good quality to help pupils with their work.

## **MATHEMATICS**

105. In the short period of time the school has been open good systems have been put in place to gather information about what pupils know, understand and can do it and use it to ensure that pupils make the progress they should. This has resulted in pupils of all attainment levels achieving well. In the 2002 National Curriculum tests, pupils attained standards, which were well below the national average, although in line with those found in similar schools. This group of pupils included a large number who had special educational needs or who had not attended the school long. Inspection evidence shows that standards have improved but are still below those found in most schools. In most classes the teachers' personal enthusiasm for the subject, as well as their high expectations of pupils' work and behaviour harness the pupils' energies so that they make good progress.
106. Samples of pupils' work demonstrate that throughout the school pupils undertake an appropriate variety of work on space, shape and measures and tackle a range of problems during the year. There has also been an improvement in the provision for pupils with special educational needs, and they make good progress in their learning. A good number of classroom support assistants provide teachers with very good support and make a valuable contribution to the pupils' progress. The setting of pupils into ability groups for mathematics lessons in Years 3 to 6 is also having a significant impact on raising standards. In fact the majority of pupils in the upper sets in Years 5 and 6 are on target to reach the national average by the age of eleven but fewer will reach the higher level 5. Many pupils in the lower sets are still finding the work very difficult. The school is beginning to implement strategies to provide greater challenge for its higher attaining pupils, though these are not yet fully effective throughout the school.
107. In Years 1 and 2 many pupils find the work quite difficult in all areas of mathematics. In spite of the efforts of the class teachers, who have tried a whole variety of strategies to interest and encourage the pupils, they are still behind the standard one would expect to find at this age. All teachers attempt to improve their pupils' understanding of mathematical language and their mental agility, areas of mathematics that the school has identified as needing special attention. Teachers make good use of small white boards for pupils to show answers to mental calculations, enabling every pupil to be constantly involved in the lesson. However, pupils find number work difficult. During the inspection, Year 1 pupils recalled accurately pairs of numbers that total 10. The teacher captured their interest by using a picture of a caterpillar and counting the legs. Pupils attempted to estimate length before using everyday objects such as drinking straws to check their results. Another Year 1 class made good gains in their knowledge of time. They worked in pairs to tell the time by the hour using analogue clocks. Year 2 pupils extended their knowledge of time learning the half-hour.
108. Many pupils in the lower sets in Years 3 to 6 have difficulty with problem solving and the mental recall of basic number facts. For example, in a Year 4 lower set, many pupils still needed to use their fingers to help them solve simple number calculations. Year 3 pupils make good use of their skills in computing, presenting their results of a whole school survey of favourite toys in

graph form and answering questions based on their results. In an upper set Year 5 lesson, pupils learned how to round numbers up or down and check for sensible answers. They were allowed to discuss their answers with a partner, which helped sustain their interest and enjoyment in the lesson. The lower Year 5 set used lap top computers well to calculate the total cost of toys. Both Year 6 sets developed their understanding of number by working on triangular numbers using the seasonal song, 'The Twelve days of Christmas' to work out just how many presents were given eventually. The higher attaining group extended their calculations to involve much higher numbers. The lower attaining group made good progress in their understanding of number during the lesson.

109. The overall quality of teaching of mathematics is very good throughout the school. As a result, the majority of pupils enjoy mathematics and have a good attitude to their work. With a few notable exceptions they behave well, listen attentively and show interest in the tasks they are given. During the inspection there was a high proportion of very good and excellent teaching. In all year groups pupils are managed very effectively and teachers make very good use of praise and encouragement, which helps to create a purposeful atmosphere for learning.
110. Throughout the school, teachers use their knowledge of the National Numeracy Strategy and their pupils very well to plan interesting and relevant activities. Lessons have clear learning intentions, which are explained to pupils so that they know what they have to do. For example, in a Year 1 class the teacher used a puppet to help pupils understand what they were expected to learn. Teachers work closely as a team with support staff who are deployed well and make a considerable contribution to successful learning, especially for pupils with special educational needs.
111. The curriculum is broad and balanced and fully satisfies statutory requirements. Since the opening of the new school, a whole range of initiatives has helped to improve pupils' attitudes and their interest in the subject is now good. Mathematics has been a special focus in the school's development plan. The co-ordinator has had some opportunities to observe the quality of teaching and learning in other classes. The local education authority adviser has also been involved in the improvement of teaching in the subject. The revised scheme of work is developing well and is closely linked to the National Numeracy Strategy, while taking into account the school's own needs. The co-ordinator has successfully reorganised the resources, which are of satisfactory quality. They are well stored and easily accessible. The use of information and communication technology in the subject is effective and pupils are becoming increasingly confident in its use. Homework is set regularly and most pupils appear keen to attempt it. The co-ordinator has carefully analysed test results to guide future planning. Parents indicate that they are very pleased with the improvements in the teaching of mathematics. The new school is now well placed to continue the improvements made in mathematics since it opened.

## **SCIENCE**

112. Standards in science in Years 2 and 6 are below those found in most schools. However, taking their well below average attainment on entry into consideration, pupils make good progress throughout the school and achieve well because teachers' expectations are high. Though boys performed better than girls in the 2002 National Curriculum tests in science, no significant variation in their attainment was observed during the inspection. Pupils with special educational needs receive very good support and make progress similar to their peers.
113. Pupils start in Year 1 with a well below average knowledge and understanding of the world about them. They make good progress in the development of enquiry skills such as predicting outcomes and testing them out. For example, pupils in Year 2 set up an investigation to get a piece of coloured plasticine to float. The teacher allowed them to test out their predictions. Some pupils thought that changing the colour of the plasticine might help it to float. They tried this out and discovered that it made no difference. Pupils persevered and some discovered that if they made a boat shape then it would stay afloat. Pupils carried out successfully an investigation about light sources. They discovered that in order to see shiny objects in the dark one needs a light source such as a torch.

114. Pupils in Year 6 have covered a good range of topics. They have also carried out a number of investigations to develop their understanding of how to go about a scientific enquiry. During the inspection pupils in the Year 6 classes successfully carried out a fair test they had planned themselves to identify the factors affecting the speed at which sugar dissolved. Pupils in Year 4 showed a satisfactory knowledge of electricity and could put forward ideas of how to make a bulb shine brighter. One pupil suggested using a stronger battery whilst another wanted to use only one wire. One teacher in a Year 3 class, challenged the pupils to draw conclusions from their investigation into which metals were attracted to magnets.
115. The main reason for standards being below average is that pupils find it very difficult to express their ideas clearly, using the correct terminology. Discussions held with pupils during the inspection clearly show that they have a satisfactory understanding of the topics they have studied. However, it takes them a long time to explain what they have done and they need a lot of prompting. For example, one pupil in Year 4 showed an understanding about what an insulator was by explaining, "The wire is covered with plastic so that the electricity can't get out. It blocks the metal". Many pupils have difficulties in remembering the correct technical terms used in the subject.
116. The quality of teaching and learning is good overall in Years 1 to 6. In most lessons observed the skills of enquiry, including observation and measurement, were being developed alongside knowledge and understanding. Teachers do not over-direct the work but allow pupils to take some responsibility for their own learning by letting them test out their predictions in group activities. As a result, pupils' attitudes to science are good. In all the lessons seen, pupils showed an interest in what they were doing. They applied themselves well to tasks and made sensible predictions and observations. Teachers have a good knowledge and understanding of the subject. This is evident in the good introductory explanations that are given to lessons. Very good use is made of non-teaching assistants to ensure that pupils remain on task during group activities.
117. Teachers give pupils a lot of direction in how to set out the writing up of a scientific experiment in the form of writing frames. This is effective in ensuring progression and consistency throughout the school. However, teachers' marking does not inform pupils what they should do next in order to improve their report writing. Teachers do not provide pupils with enough word lists to help them with their spellings.
118. The co-ordinator monitors planning but has not yet been given time to evaluate the quality of teaching and learning. The school uses nationally approved guidelines to help teachers planning. Satisfactory assessment procedures are in place. However, the information is not being brought together and used to set targets for individuals and groups. As yet there is no portfolio of work that could be used as an indicator of attainment levels in order to sharpen up teacher assessment. Resources are satisfactory and managed well.

## **ART AND DESIGN**

119. All pupils, including those with special educational needs, make satisfactory progress during Years 1 to 6 and achieve standards similar to those found in most schools. Only two art and design lessons were observed during the inspection. These were in Years 5 and 6. Judgements about standards are based on a scrutiny of pupils' work, an examination of displays and discussion with the co-ordinator. It is not possible to make any overall judgement about the quality of teaching.
120. Pupils in Years 1 and 2 make satisfactory progress overall in their understanding of art, craft and design. Though they learn to use a range of techniques successfully, displays of pupils' work indicate that the emphasis is more on drawing and painting than work with other media. Pupils in Year 1 have used coloured chalks and paint carefully to produce detailed portraits of their classmates. In Year 2, pupils have looked closely at patterns in nature and created their own effective autumnal collages out of leaves.

121. In Years 3 to 6 a significant minority of pupils produce work of a high standard. Most pupils make good progress. They are given the opportunity to take part in a good range of creative activities. They are taught to draw from observation and to refine their work. Pupils enjoy art and quickly pick up new techniques. Good use is made of ICT. For example, during the inspection pupils in Year 5 used lap-top computers very effectively to produce work in the style of Piet Mondrian. By the end of the lesson, they all had developed a good understanding of how feeling can be created from the use of line and colour.
122. There are several strengths that typify the very good teaching observed in Years 5 and 6. Teachers plan their lessons carefully and make it clear to pupils which skills they are to use and what they are expected to do. They provide pupils with quality resources and by insisting on good behaviour, create a friendly working atmosphere that enables the pupils to concentrate and produce their best efforts. In one lesson during the week of the inspection the teacher's comments about bodies having shape and legs and arms being thicker at the top ensured that Year 6 pupils produced work of good quality when sculpturing their own figures. In Years 3 to 6, teachers attractively display pupils' drawings, paintings and prints. This creates an attractive setting for pupils to work in and demonstrates the value they place on pupils' work. As a result, pupils develop a sense of pride in what they produce. An examination of work completed this term in Years 1 and 2 shows a lack of a systematic approach to the development of skills and use of tools and materials. For example, some teachers do not focus enough on extending pupils' use of three-dimensional materials and structures.
123. The leadership and management of art and design are good. The co-ordinator has good subject knowledge and provides effective advice and support to others. The most recent national guidelines have been adapted to the school's needs. This ensures that all aspects of the National Curriculum programme of study are addressed. The co-ordinator monitors planning but there has been no whole school approach to evaluating the quality of teaching and learning. Assessment procedures are satisfactory but the information is not used well to improve standards. Resources are satisfactory.

## **DESIGN AND TECHNOLOGY**

124. Standards of attainment in Years 2 and 6 are similar to those found in most schools. All pupils, including those with special educational needs make satisfactory progress throughout the school. Only one design and technology lesson was observed during the inspection in Years 3 to 6. Judgements are therefore based on a scrutiny of pupils' completed work and discussions held with pupils and the subject co-ordinator. It is not possible to make any judgement about the overall quality of teaching in years 3 to 6.
125. Pupils in Year 2 have developed a satisfactory range of joining and assembling skills. They use a variety of materials, including cardboard, to make models. For example, pupils have constructed lighthouses and incorporated a winding mechanism. They evaluated the finished products and a few pupils were able to suggest ways of improving them, for example, by changing the colours or following the plan more closely. Pupils in Year 1 drew up their own satisfactory plans of a 'pet carrier' before carefully constructing them.
126. In Years 3 to 6, most pupils develop a broad understanding of the designing and making process, through a range of opportunities sometimes linked to other subjects such as science. Recent work undertaken by pupils includes designing and making a new pizza topping in Year 3 and a torch in Year 4. Most pupils understand the need to evaluate their work and to modify it in order to improve it but these skills are not as well developed as the designing and making. Evidence available during the inspection indicates that pupils have good attitudes to design and technology lessons and they enjoy making things. Pupils in Year 6 discussed enthusiastically the electric buggies they had made. One suggested that if he made the cab more aerodynamic then it might travel faster.

127. In the lessons observed teaching was good. The teachers' knowledge and understanding of the subject was secure and the lessons were well planned. Good use was made of discussion to help pupils evaluate their work. However, teachers do not make sufficient use of this aspect to develop pupils' writing skills. The quality of some of the finished products show that teachers focus appropriately on improving the precision and accuracy of pupils' work.
128. The school has started a Kinaesthetic Learning Club at lunchtimes. This is already proving to be effective in extending the opportunities for constructional play. It is appropriately targeted at pupils who would not normally experience practical play at home. These activities are successfully increasing pupils' self-esteem.
129. Design and technology has not been one of the school's priority areas for improvement. The headteacher is managing the subject on a temporary basis until a new co-ordinator is appointed. He provides support on a day-to-day basis for teachers and ensures that there are sufficient resources but has not monitored the quality of teaching and learning in the subject. There are no consistently applied procedures for assessing and recording the development of pupils' skills as they progress through the school. Consequently there is no way of knowing whether the activities teachers have planned build on pupils' past achievements and the skills they have developed.

## **GEOGRAPHY**

130. Standards in geography are similar to those found in most other schools. Pupils of all attainment levels achieve well. Good use is made of information and communication technology, both as an information source and as a means of presenting projects. The high standards of presentation of individual research into the work of rivers and the study of mountain landscapes by Year 6 pupils is good evidence of this, and show pupils' enthusiasm for the subject.
131. Suitable use is made of the locality to promote skills of geographical enquiry. For example, pupils in Year 1 asked themselves the questions: - 'What is useful?' 'What is nice to look at?' 'What would I want to change?' on their walk in the local area. They used mathematical skills well to collect and use data about how they travelled to school and constructed maps of the route. Older pupils successfully apply the skills they have learnt in fieldwork in other localities. A good example is of high attaining pupils in Year 6 carrying out a stream investigation and constructing river profiles on the River Dove during a residential visit.
132. Teaching is good overall, it ensures that pupils increase their knowledge and understanding about places. For example, Year 2 pupils understand some of the similarities and differences between Newark and Skegness. Pupils in Year 4 know that there are advantages and disadvantages to living in a city and that places evolve because people move from one place to another. Year 5 pupils benefit from a residential visit to a contrasting locality in Norfolk. A strong feature of the teaching is the emphasis placed on geographical vocabulary. For example pupils in Year 3 have compiled their own glossary of useful terms. Another very good feature of the teaching in this year group is the involvement of pupils in real decision making about geographical issues. They conducted investigations, expressed opinions and made democratic decisions about what the council should do to improve the nearby estate at Cleveland Square. Such activities contribute well to pupils' social and moral development. Full involvement of the pupils in their learning ensures that they are keen to learn and behave well.
133. A relative weakness of the teaching is the lack of emphasis placed on the study of places and environments in differing parts of the world. Teachers make sound use of atlases, globes, maps and plans of differing scales. However, planning does not clearly identify how pupils' mapping skills are to be taught and assessed as they progress through the school. In consequence they learn sporadically rather than developmentally.

134. Two co-ordinators have joint responsibility for geography, and oversee the good organisation and deployment of resources. They are working on a draft policy for the subject. They have some understanding of the achievements of pupils of differing abilities in each year group, by examining the work they have completed. However, they have not had the opportunity to evaluate the quality of learning during lessons.

## **HISTORY**

135. Standards in historical skills, knowledge and understanding are similar to those found in most other schools by both Year 2 and Year 6. Pupils achieve well because of the good teaching, which makes the majority of pupils keen to learn and behave well in lessons.
136. Teachers provide good opportunities for children to learn about the past through first hand experiences such as handling objects, dressing in costumes and visiting places of historical interest, both near to home and further a-field. For example, a visit to a Victorian house and using a mangle, wash-board and dolly tubs, helped pupils in Year 1 to learn about some of the changes which have taken place in the home over time. Teachers choose topics, which appeal to children's interests. In studying The Great Fire of London they know the sequence of events and learn why they occurred and the results. By studying the lives of famous people, such as Grace Darling or Samuel Pepys, pupils acquire a sound factual knowledge about the period and some understanding of the differing ways of life. For example they know about differences between the rich and the poor, which existed in Victorian Times and earlier.
137. Throughout the school, teachers expect children to find information from books, photographs and objects. For example, a Year 5 teacher used the information from a visit to the town centre as the starting point for further research about the Tudors. Pupils know well the characteristics of Tudor buildings in the local area, what they are made of and how they are constructed. A strong feature of the teaching is that information and communication technology is used effectively, both to present new knowledge to pupils and as a means of motivating them to research for themselves. This includes those who are sometimes reluctant to learn or who have special educational needs. In an excellent lesson, one Year 6 teacher taught the technical aspects of how to insert multi media elements and the other taught the language requirements, so that pupils quickly learned how to construct multimedia presentations about changes in the media and domestic appliances since the 1940's. As a consequence of their good experiences and also because of the very high expectations of teachers, the standards of presentation of individual word-processed projects by pupils of all attainment levels in Year 5 and 6 are very high.
138. Year 4 pupils know why monasteries were established and that the monks produced illuminated manuscripts, which can be used to give clues about the past. They use a time line to help them place the changes into a context, using their mathematical skills to develop a sense of chronological understanding. Another strength of the teaching is in the encouragement of pupils to convey their knowledge of history in various ways. For example, presentations by pupils of their term's work are frequently shared with a wider audience and include artwork, literature, music and role-play. A good example of what pupils have learnt about the Second World War can be found in poems, written by high-attaining pupils in Year 6, which movingly reflect a very clear understanding of the privations experienced. There is a need to ensure that more pupils reach this standard of writing by exploiting every opportunity to write during history lessons throughout the school.
139. The co-ordinator is newly appointed to the role and is well qualified to carry it out. She has made a sound start by examining planned activities for some year groups. She is working on a draft policy for the subject. Currently there is no monitoring of teaching and learning in order to ascertain what good practice exists and to share it in order to raise the standards achieved by the pupils. The enthusiasm of the co-ordinator, good subject knowledge of the teaching staff and the satisfactory range of resources means that the school is in a sound position to raise standards.

## INFORMATION AND COMMUNICATION TECHNOLOGY

140. Overall, standards are in-line with national expectations, with some areas of the subject well above national expectations. The school is very aware that more opportunities are needed for pupils to use computers to control devices. Pupils use the new computer suite regularly to learn new skills and also to use these skills in other subjects of the curriculum. Older pupils have the option to borrow laptop computers for work in the classroom and at home and this excellent initiative is proving to be very successful in raising standards in ICT. Pupils of all attainment levels throughout the school make good progress overall. Teachers identify, and provide for, pupils with special educational needs and praise their good efforts which raises their self esteem and encourages them to do their best.
141. Pupils in Year 2 correctly name items of computer equipment, such as the mouse, printer and speakers and are developing good skills in word-processing and some of the uses of computers. In one good lesson that was observed, Year 2 pupils were seen to log on to the Internet unaided and find the school website. They then completed successfully a series of questions that had been previously prepared by the teacher and based around what they had learned in other lessons. The lesson gave them the opportunity to demonstrate the very good skills they had acquired. They used the mouse accurately and confidently to click on the areas of the page they needed and demonstrated all-round confidence when working with computers. Pupils of all attainment levels use the keyboard competently to type short sentences or titles. Most of them know how to change the font and its size without assistance and how to print their work. With a little assistance they were able to describe the use of computers in the home to control machines.
142. Pupils in Year 6 have developed word processing skills that are above national expectations. Their typing skills are well developed and they confidently use software to adapt the style, size and colour of the font, cut and paste and merge pictures and text into their own work. They know about a range of software packages and use them for appropriate purposes to improve and present information. Pupils use software to produce simple spreadsheets and graphs and were observed confidently preparing a multimedia presentation to be given later that week. In an excellent lesson seen during the inspection, pupils independently accessed the Internet and sought information about a chosen history topic. They selected text and pictures and copied them into each of the slides they were preparing.
143. Throughout Years 3 to 6 pupils are developing very good skills in computing and using them most effectively across a range of subjects. Pupils in Year 6 are describe knowledgeably the use of the subject in the everyday life. An area that is underdeveloped is the use of information and communication technology to control devices and move objects. The school is already aware of this weakness.
144. The overall quality of teaching and learning in the lessons observed was good and sometimes excellent. Teachers' are well advanced in their own computer training and have a good knowledge of the subject. They plan their lessons carefully, use the resources well and provide the pupils with good learning experiences. Teachers give clear demonstrations and instructions that result in good gains in the pupils' skills and knowledge. Teachers are enthusiastic about the subject and communicate this to pupils. They encourage pupils to use computers across a range of subjects, which results in high quality displays of pupils' work. For example, in Year 6, pupils produced some very good work on the theme of Remembrance Day, with some excellent work presented in individual folders and on display. In the best lessons, the pupils listen carefully to clear instructions from the teacher and settle quickly to their tasks, with the teacher and support staff providing help and advice as they work on their practical activities.
145. Leadership by the co-ordinator for the subject is enthusiastic, knowledgeable and very good. The appointment of two computer technicians has released more time for him to support the teachers in their planning and teaching and to provide opportunities for them to keep up to date with the latest developments. He has implemented an assessment scheme in line with the local education authority's guidelines.

## **MUSIC**

146. The high quality of Christmas school productions prepared for parents demonstrate that pupils have above average singing and performing skills. This was particularly apparent in pupils' excellent performance of 'The Pirates of Penzance' during the week of the performance. Pupils are on course to achieve nationally expected standards by the end of Years 2 and 6. Pupils of all ages benefit from being taught by a teacher with specialist knowledge in the subject. As a result pupils receive a well-balanced curriculum. Evidence from talking to the co-ordinator and pupils shows that music lessons that focus on all aspects of the subject provide pupils with satisfactory opportunities to develop their skills. Pupils of all attainment levels make good progress and achieve well.
147. Pupils develop good singing skills. During the week of the inspection pupils in Years 1 to 6 gave very good performances. The quality of learning in one lesson was improved because the teacher insisted on correct posture and on pupils giving of their best. As a result the quality of singing improved from mediocre to a good level.
148. The quality of teaching is good. Good teaching in one lesson with Year 6 pupils prompted them to write down words that best expressed their thoughts about what music from 'The Planets Suite' meant to them. This enabled pupils to use their listening skills well and provided them with good opportunities to use their writing skills. One child wrote, 'The music kept going loud and quiet, loud and quiet.' In a very good lesson in Year 2 some pupils played tuned instruments well and were taught to appreciate each other's efforts. A satisfactory lesson in Year 3 introduced instruments from Africa to pupils but opportunities to involve more pupils in playing instruments were missed. There is some evidence that ICT is used in the subject.
149. Pupils are given the opportunity to play a range of musical instruments and a guitar club takes place one lunch-time a week. The school policy for music is presently only in draft form and there is no system for assessing pupils' musical knowledge. The co-ordinator has a very good musical knowledge and manages the subject soundly. The school library does not have an adequate number of books. The range and quantity of musical instruments is satisfactory.

## **PHYSICAL EDUCATION**

150. Pupils are on course to attain standards, which are broadly in line with those expected nationally by the end of Year 2 and Year 6. There are examples of a minority of pupils reaching higher standards in most classes. During the inspection, hall space was restricted, due to the stage being erected in the hall in preparation for the Christmas productions. The school should be given credit for continuing to provide a full programme of physical education involving games, dance and gymnastics. All groups of pupils, including pupils with special educational needs, make good progress in their learning.
151. The school arranges swimming instruction for Year 2 pupils upward at various times during their primary education. A below average number of pupils in Year 6 can swim thirty metres. A full programme of competitive games is arranged including football, netball and cross-country running. During the inspection the girl's football team braved the icy wind and played a match against a neighbouring school. The residential visits enable pupils to experience outdoor and adventurous activities and make a valuable contribution to their social development.
152. Year 1 pupils were observed in their dance lessons linking their movements very effectively to the music of The Hall of the Mountain King. They listened well and made good use of their imagination. Most pupils had a good awareness of each other and the need for safety. They had a good appreciation of the need to warm up before physical exercise and to cool down after it.
153. Good use is made of the specialist skills of a physical education coach. During the week of the inspection he taught Year 2 pupils, along with many other classes. Appropriate warm up exercises were carried out in all lessons though at times the explanation of the reason for warm up was rather long. Year 2 practised and improved their skills in carrying out a forward roll

though due to the restricted space a full programme of gymnastics could not be included in the lesson for safety reasons. In a Year 6 lesson, the pupils enjoyed a variety of games designed to improve their throwing and catching skills and demonstrated appropriate skills. Good teaching ensured that pupils were constantly challenged to improve their performance. They often demonstrated well to each other very good examples of movements or skills.

154. Teaching is of a good quality. Lessons are carefully planned, often as part of a sequence, to build up pupils' knowledge, skills and understanding systematically. Teachers have a very good rapport with their pupils and their teaching methods are effective. For example the part time physical education specialist knew the name of every pupil in his care and was equally aware of his or her individual ability. The very good management of pupils is a strength of the teaching. As a result pupils work together well in groups and teams, and show a mature awareness of the need for safety. Good support is given to pupils with special educational needs. As a result they play a full part in lessons and make sound progress. Pupils have good attitudes to physical education, which has a positive impact on their learning and progress and reflects the school's efforts in promoting good behaviour
155. The school benefits from plenty of hard play areas, although some are uneven, and a large playing field. Some of the goal posts, whilst not in a dangerous condition are in need of repair. The school is rightly looking forward to the completion of the new sports hall, presently under construction, which will be a splendid facility for the school and local community use. Resources are satisfactory.
156. The subject is co-ordinated soundly. The policy is in draft form and a new scheme of work is under preparation, which will include many new initiatives, linked to the completion of the new building. Assessment is in an early stage of development.

## **RELIGIOUS EDUCATION**

157. Attainment in religious education is broadly in line with the expectations of the locally agreed syllabus. Overall, pupils make satisfactory progress. However, pupils' knowledge of world religions is below that normally found. In some classes the time allocated to the subject does not allow teachers to use a full range of teaching styles.
158. Pupils in Year 2 have deepened their understanding of Christianity. A visit for Year 1 pupils to a centre at Perlethorpe has given them a good insight into the Christian story of Christmas. They dressed up in costumes and used role-play well to act out the Christmas story. This included experiencing what it is like to live in a stable. Year 2 pupils have listened to stories such as that of Baboushka to improve their knowledge of what happened at Christmas. Pupils know that in the Christian faith Easter is a time of celebration because Jesus came alive again. They learn some important human values, such as thinking of others, and are encouraged to put them into practice in their own lives in school or at home.
159. Pupils in Year 6 have a sound knowledge of Christianity but their knowledge of other major religions of the world such as Judaism and Islam is unsatisfactory. They have limited knowledge that people have different beliefs and values and that these can have an effect upon how people lead their lives. Pupils do know some of the stories that Jesus told.
160. During the week of the inspection pupils in Year 5 acted out the story of the Good Samaritan well. Younger pupils show a sound understanding of the Bible being a library of books. They compiled their own questions about what they would like to ask a Christian about their beliefs. They were then given very good opportunities to ask a visitor to the school about her beliefs. Questions such as, 'Why is the Bible important to you?' were answered in such a positive way that pupils improved their knowledge of what it means to be a Christian. In Year 6, there is little evidence to show that pupils use their writing skills well in the subject.
161. No overall judgement can be made about the quality of teaching in Years 1 and 2. In Years 3 to 6 teaching is satisfactory overall with some good and very good teaching seen during the week of the inspection. However, teachers throughout the school place insufficient emphasis

on the teaching of world faiths. In the few lessons seen during the week of the inspection, teachers used discussion well to encourage pupils to talk about their experiences. Older pupils are given insufficient opportunities to use their writing skills, especially the higher attaining pupils. ICT is used soundly in some classes.

162. The co-ordinator is new in post but is very enthusiastic and keen to improve the quality of teaching and learning in the subject. He has made a sound start to managing the subject. A scheme of work is in draft form and much needed new resources have been ordered. The library is not well stocked with books about the subject.