

# **INSPECTION REPORT**

## **ST PETER'S CE PRIMARY SCHOOL**

Mansfield

LEA area: Nottinghamshire

Unique reference number: 133265

Head teacher: Mrs Rosemary Wilson

Reporting inspector: Mrs Barbara Doughty  
22261

Dates of inspection: 24<sup>th</sup> – 27<sup>th</sup> February 2003

Inspection number: 249027

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	3 – 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Chris Sakkal-Appleby
Date of previous inspection:	NA

## INFORMATION ABOUT THE INSPECTION TEAM

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<p>Mr Richard Barnard</p> <p>Lay inspector</p> <p>13526</p>		<p>Pupils' attitudes, values and personal development</p> <p>How well the school cares for its pupils</p> <p>How well the school works in partnership with parents</p>
<p>Mr John Evans</p> <p>Team inspector</p> <p>20404</p>	<p>English</p> <p>Information and communication technology</p> <p>Physical education</p> <p>Special educational needs</p>	<p>How well the school is led and managed</p>
<p>Mr Richard Eaton</p> <p>Team inspector</p> <p>4430</p>	<p>Mathematics</p> <p>History</p> <p>Geography</p> <p>Music</p>	<p>How good the curricular and other opportunities offered to the pupils are</p>

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

### **INFORMATION ABOUT THE SCHOOL**

The school closed as a first school in July 2001 and reopened as a primary school in September 2001. This meant that, for the first time, it took Years 5 and 6 pupils. In order to make room for these pupils, new classrooms were built and structural alterations were made to the existing rooms. The work took over a year and finished just before the inspection. This meant that the Year 5 pupils were taught in a cramped open area and the Year 6 pupils, drawn from several closing first schools, had to be taught three and half miles away in a closed down middle school. Whilst their classrooms were being altered, other year groups had to be taught in the hall. In addition, there was a lot of staff illness during last year and also some recruitment difficulties. Six of the ten teachers were new to the school; two were new to the profession and two were ex-middle school teachers who had not taught the full primary curriculum. The new school is average in size with 239 pupils aged from three to 11, including 43 children who attend the Nursery part-time. There is a similar number of boys and girls. The pupils come from a wide range of backgrounds, which, on balance, are broadly average. The percentage of pupils known to be eligible for free school meals is broadly the same as in most other schools, just over 15 per cent. The percentage of pupils with special needs is below average at 16 per cent. Most of these pupils have a mix of learning and behavioural difficulties but include some with hearing and visual impairment; one has a statement of specific need. There are four pupils from ethnic backgrounds other than white British, all of whom speak English as their mother tongue. The attainment of children on entry to the Nursery at the age of three is broadly typical of others of this age.

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

This school does a sound job and is well on track to be very effective as new systems and procedures become established. Despite major disruptions over the last 18 months, standards are at least as good as they should be by the end of Year 6 given the pupils' attainment on entry. This is because good teaching is already impacting well on the progress pupils make in the short term and, as the school settles into routine, is starting to increase their rate of progress over time. The school is well poised for further improvement and standards are set to rise because good leadership and management provide a clear way forward. The school gives satisfactory value for money.

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

- Pupils learn well in English and mathematics lessons as good teaching starts to take effect.
- Standards are above the expected level in investigative science and pupils in Year 6 make good progress in art and design. Standards in music are above the expected level by the ages of seven and 11.
- Pupils are good communicators because speaking and listening skills are promoted well.
- The school's procedures for behaviour management work very well because they are implemented consistently throughout the school. Consequently, pupils are very well behaved and concentrate well.
- Teaching assistants support the least able pupils effectively in lessons and in small group sessions.
- Pupils get on extremely well together and enjoy very good relationships with one another and the staff.
- The head teacher and deputy head have led the school very well through an exceptionally difficult time.

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

- Teachers do not always make good use of what they know about pupils' previous learning to plan and adapt work to build on what pupils already know.
- Pupils do not take enough care with presentation, spelling and handwriting to do justice to what they can do in English and all other subjects.
- Not all subject leaders have sufficient time and opportunity to find out what is and is not working in teaching and learning so that they can focus their support when and where it is most needed.

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

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

This section is not relevant because the school was newly established in 2001 as a result of reorganisation in the local education authority and has not had a previous inspection.

## 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				<i>Key</i>
	all schools			similar schools	
	2000	2001	2002	2002	
English	N/A	N/A	B	A	well above average    A above average        B average                C below average        D well below average    E
Mathematics	N/A	N/A	E	E	
Science	N/A	N/A	B	A	

It is not possible to identify any trend in attainment over time because this is a new school. The above test results do not represent a typical year because many of the pupils taking the tests came from three different middle schools and had not previously been pupils at the first school. Others started their education in the first school, had left to go to middle school at the age of nine and returned when St Peter's became a primary school. The 2002 Year 2 test results were well below schools nationally and similar schools. Understandably, during the first year of the school opening, however, pupils lost some ground and their learning slowed as they and new staff coped with carpets being fitted, tiles being put up and doors being hung as they worked and got to grips with new procedures and routines. However, as things settle down, pupils are starting to catch up. Given the pupils' attainment at the start of Nursery, Year 1 and Year 3, standards are as good as could reasonably be expected and most of the Reception children and Year 2 and 6 pupils are on course to attain at least the expected level for their age by the end of the year. Against all odds, and in spite of the disruption caused by being taught in a cramped open space last year, Year 6 pupils are on course to meet the realistic targets the school has set for the end of this year. Pupils from different backgrounds learn as well as their classmates and those with special needs do well in lessons and satisfactorily over time in relation to their ability. Boys and girls perform as well as each other. However, Reception and Nursery children, the most able Years 2 to 6 pupils and the gifted and talented Years 4 to 6 pupils could do better if teaching took more notice of what they can already do. Pupils of all ages are particularly good speakers and listeners. By the end of Year 6, nearly all pupils pay good attention to what others say and respond sensibly to comments and suggestions; their reading skills are sound. They work confidently with three-digit numbers and carry out calculations in their heads. Scientific investigation skills are well developed; pupils make accurate observations, and draw feasible conclusions from their investigations. Standards in information and communication technology (ICT) are in line with those expected nationally, but pupils make insufficient use of ICT to support work in other subjects. Standards in music are above those expected nationally and singing is very good. Although improving, standards are below the nationally expected level in history and geography. They are broadly as expected in all other subjects. However, pupils' workbooks are disappointingly untidy and their careless handwriting and spelling mistakes give an inaccurate picture of standards in English and other subjects. Similarly, Reception children's handwriting is untidy because they do not always form letters correctly.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school; they like the teachers and find work interesting.
Behaviour, in and out of classrooms	Very good. Pupils behave very well because they are clear about the rules and know how staff expect them to behave.
Personal development and relationships	Good. Pupils are mature and responsible and get on very well together.
Attendance	Good. The latest figures show that the attendance rate is above average.



Pupils work together exceptionally well; this is enhanced and promoted by the good opportunities they get to speak and listen to each other. They are kind and considerate and courteous towards each other, staff and visitors.

## TEACHING AND LEARNING

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

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

Teaching is good overall and is having more of a positive impact on learning over time as new systems and procedures bed in. Most pupils learn well in lessons to achieve standards that are at least good enough, despite some ground being lost in learning last year as workmen worked in classrooms during lesson time, new teachers got to know the pupils, and new procedures became established. English and mathematics teaching and learning are good in Years 1 to 5, where the basic skills of literacy and numeracy are taught well. They are sound in Year 6, where the lack of primary teaching experience is being dealt with through intensive in-service training; specialist teaching in art and design, music and science in that year has led to rapid progress in these subjects. Increased emphasis throughout the school on scientific investigative work has helped to bring about above average standards in this aspect of science by increasing pupils' subject interest. Specialist teaching in music results in good standards by the end of the juniors. In all subjects, teachers' very effective management of behaviour means that those pupils with behaviour difficulties have targets to strive for that are realistic and achievable. Teachers successfully help these pupils to modify their behaviour so that it does not disrupt their own learning or that of their classmates. Teachers organise lessons well and use the national subject guidelines effectively to know what and when to teach pupils particular ideas. Their questions are precise and explanations accurate, so that pupils know what they are doing and why they are doing it. Teachers use subject vocabulary well and this means that pupils explain themselves clearly because they use correct terminology when responding to questions and suggestions. Teaching assistants help pupils to do their work and the special sessions they organise outside lessons give an extra boost to the learning of the least able in particular. Pupils from different ethnic backgrounds do as well as their schoolmates and teachers pay equal attention in lessons to boys and girls. Teachers do not always, however, make sure that the work of children in the Nursery and Reception classes and the most able Years 2 to 6 pupils in particular is suitably based on what pupils have already mastered and need to learn next. In particular, Nursery and Reception teachers expect children to write letter shapes before they have the necessary skills to do so and this hampers progress in writing. The gifted and talented pupils in Years 1 to 3 are dealt with satisfactorily, but not well enough in Years 4 to 6. In Years 1 to 6, teachers make insufficient demands on pupils to present their work neatly and take care with their spelling, and teachers' marking does not always give pupils a good idea of how they can improve their work. Teachers do not give pupils enough opportunities to use their ICT skills to support work in other subjects.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The pupils' experiences are suitably enriched by visits and visitors and a good range of after-school and lunchtime activities.
Provision for pupils with special educational needs	This is good. There is particularly good provision for those pupils with emotional behavioural difficulties, who are kept interested in the work.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. Pupils have clear spiritual and moral messages with a strong Christian content. They are taught right from wrong and given a clear idea about the kind of behaviour expected from them. They study how other cultures live and how people have different religious beliefs.
How well the school cares for its pupils	Good. The school works well with parents and makes good provision for pupils' welfare. The school maintains appropriate records of achievement in English, mathematics and investigative science, but not in any other subject.

The music curriculum and the specialist music teaching in particular provide well for the musically talented pupils. The specialist science provision in Year 6 increases pupils' enthusiasm for the subject, but more could be done in Years 4 to 6 for those identified as gifted and talented.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the head teacher and other key staff	Good overall. The head teacher is a very effective leader and manager and despite major disruptions last year, she and the deputy head teacher have kept the school on track. Teamwork is well established and there is a common purpose to raise standards.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive and have an accurate sense of what is going on. They are kept well informed by the head teacher.
The school's evaluation of its performance	Good. The school is very clear about what is successful and what needs doing, and is targeting support effectively. However, other than in English, mathematics and science, subject leaders have not yet had time to find out what is happening in their subjects.
The strategic use of resources	Good staffing and accommodation; adequate learning resources. Finances are used well to support improvements and governors challenge decisions satisfactorily to ensure that they get good value for money.

The school is well poised for further improvement because of the very good leadership of the head teacher. However, the targets for improvement in the school improvement plan are not precise enough to help senior managers to check on progress towards them. The school ensures that all pupils are fully included in all aspects of its life and work. The provision for pupils with special educational needs is managed well but more could be done to ensure the gifted and talented pupils are better provided for in Years 4 to 6.

## 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 like school.</li> <li>• The quality of teaching and the approachability of staff.</li> <li>• The way teachers expect pupils to work hard and do their best, and help them to become mature and responsible.</li> <li>• The way the school is led and managed.</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside lessons.</li> <li>• What their children are asked to do at home, particularly the older ones.</li> <li>• The information they receive on their children's progress and how closely the school works with them.</li> </ul>

The inspection team agree with all of the things that please the parents the most. There is a good range of activities outside lessons and homework satisfactorily supports work in lessons. The school works well with parents, who receive good information about how well their children are doing.

## **PART B: COMMENTARY**

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

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

1. This is a new school with only one year's set of test results. Therefore, it is not possible to judge attainment over time or identify a trend of improvement or decline in the standards attained by different groups of pupils. In the reading and mathematics 2002 national tests for seven year olds, results were well below average compared to schools nationally and similar schools; the writing results were in line with other schools nationally but below those of similar schools. The 2002 English and science junior test results were above other schools in English and science and well above similar schools, and in mathematics they were well below all other schools. However, these results do not reflect how standards are at this school, but they do reflect the difficult time everyone was going through with the transition to a primary school, particularly with, until January 2002, pupils and teachers putting up with the distractions of tilers, carpet fitters, electricians and joiners working in classrooms during lesson time. In addition, most of the staff are either fairly new to teaching or new to primary education. The Year 6 pupils taking the tests that year were only admitted in September 2001. They came from a number of closed down middle schools and were taught in three classes several miles away by three teachers new to the school, one of them newly qualified.
2. The new building is now complete, however, and the school is settling into a routine; the newly appointed staff are getting to know the pupils and getting to grips with new routines and what is expected of them. From the work pupils are doing, standards are broadly as expected for seven and 11 year olds in English, mathematics and science and these pupils have done reasonably well over time in spite of some slippage in their learning last year. This is because consistently good teaching in lessons means that pupils learn effectively and have already made up some ground. However, they could learn more rapidly and standards could be higher if teachers made better use of their checks on pupils' progress in lessons to adapt the work more effectively for the different abilities of pupils in the class, particularly the most able.
3. Pupils of all ages are good at speaking and listening and standards are above the expected level in this aspect of English. Pupils talk confidently about what they are doing and hold the attention of the listener well. For example, Year 6 pupils talked excitedly about their science investigations, and explained very clearly how they would set about planning and carrying out an experiment to test a given hypothesis. They used subject vocabulary confidently when they explained how, for example, they created different effects in their artwork by using techniques such as smudging and cross-hatching. Reading skills are as good as expected for seven and 11 year olds. Most Year 6 pupils read fluently and with good understanding. They have favourite authors and enjoy the hidden messages in the texts. They find out about things in information books and use the library to locate the books that tell them what they want to know. Most of the Year 6 pupils are on course to attain the expected level for their age in writing by the time they transfer to secondary school. They use a variety of interesting words and sustain ideas well enough for their age. However, they 'talk' a very good story, but when they come to write it, their untidy handwriting and careless spelling mistakes and use of punctuation let them down and the quality of their work is not good enough. Equally their poor writing in other subjects gives an understated picture of what they know in, for example, history and geography.
4. Standards in mathematics are as expected by the ages of seven and 11. Year 6 pupils are confident working with three-digit numbers and use efficient methods of addition, subtraction, multiplication and division to solve problems. They have a good understanding of fractions. Standards in science are broadly as expected for pupils aged seven and 11; their enquiry skills are better than expected. This is because of an increased focus on teaching scientific ideas through investigation. Specialist teaching of science in Year 6 means that pupils do particularly well in the subject during their final year at primary

school. By the age of 11, pupils know the names of major organs of the body and what these do. They understand how “the earth orbits the sun and the moon orbits the earth”. Pupils know how the food chain works and how animals and the wind disperse seeds. Their knowledge of electrical circuits is secure.

5. Similarly, most of the infant pupils are on course to attain the expected level in reading, writing, mathematics, and science by the end of Year 2. Like their junior schoolmates, they are good at speaking and listening and science investigation work. The attainment of the Nursery and Reception children is satisfactory, with most of these children attaining the early learning goals in all areas of learning by the end of the Reception year, except in writing. There are too few opportunities for children to use writing in play activities in Nursery and Reception and general story writing in Reception and when they do, their handwriting is poor. This is because they do not form letters correctly from an early age. Some are asked to copy adults’ writing before they have the skills that enable them to do so, and demands for them to write on lines are unrealistic.
6. Standards in ICT are in line with those expected nationally for seven and 11 year olds. By the time they leave the school, most pupils can make multi-media presentations by combining text, sound and images. They use the Internet for research purposes. Many pupils use word-processing programs to present stories and reports and confidently use the other ICT equipment, such as the digital cameras, to support work in geography and art and design. However, these skills are newly acquired and are not yet used as well or extensively as they could be to support work in other subjects. Standards in music are above those expected for infant and junior pupils and singing skills are very good. This is because of the value the school places on music and the specialist teaching it finances. Talented musicians are encouraged to learn to play an instrument and they do this well. Lunchtime choir practices develop pupils’ singing skills and these pupils sing particularly tunefully and very expressively. Standards in all other subjects are as expected for infant and junior age pupils.
7. There are a few pupils from ethnic backgrounds other than white British; these pupils do as well as all of the other pupils. Boys and girls perform no differently from each other in lessons and those with special needs make the same good progress in lessons and sound progress over time as their classmates. However, there are pupils throughout the school that teachers have identified as particularly talented. Their needs are met satisfactorily in Years 1 to 3 through special work, but there are limited opportunities in Years 4 to 6 to develop these pupils’ talents further.

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

8. Pupils’ good attitudes to school and very good behaviour and relationships with staff and each other have a positive impact on their achievements and personal development. Pupils enjoy coming to school. They speak confidently about how they feel happy and valued at school. They respond very well to the wide provision of extra-curricular activities and this helps them develop self-esteem and confidence and has a very positive impact on their achievements, especially in music.
9. The children in the Nursery and Reception classes settle quickly into routines, behave very well and are establishing good relationships. They follow instructions well, as seen in the Nursery when they took turns using the parachute. They are very confident speakers and good listeners; this was evident when they discussed in pairs what they did at half term. They particularly enjoy singing.
10. Pupils show good attitudes to learning. In the majority of lessons in Years 1 to 6, pupils find their work interesting and enjoyable and want to do well and please their teachers. They are particularly keen and enthusiastic when carrying out scientific investigations. This was demonstrated well in a Year 6 lesson where pupils are spellbound as the teacher produced a real pig’s heart.

11. Behaviour is very good. There have been only two temporary and no permanent exclusions in the last two years. This is remarkable given the disruption caused for the pupils by the building extensions and major alterations, and staff changes over this period. Behaviour in assemblies and at playtimes is very good. In the playground the pupils benefit from having two separate play areas. Pupils are developing a good sense of fairness and awareness of the impact of their actions on others. They know the parameters set down in the school rules and respond well to the very consistent approach to behaviour management from all staff. This ensures that the challenging behaviour of a small number of pupils, mainly boys, throughout the school has a minimum impact on the learning of others.
12. Pupils' personal development is good. Most pupils are able to organise themselves and take responsibility for their own work. They undertake a good range of duties and responsibilities, for example, acting as librarians and class monitors. Pupils' independence and self-confidence is developed well, for example through the residential visits and after-school and lunchtime clubs. Most pupils show a good aspiration to learn and are particularly keen to discover things in practical lessons such as science or to perform in singing or in speaking aloud. They contribute well in local music and drama festivals. They are developing a very good appreciation of moral and social issues including citizenship. For example in a lunchtime 'PALS' group, which helps others with difficulties, pupils considered maturely the issue of the lack of local play facilities for children and how this impacts on other members of the community. Pupils show good enthusiasm for reading and an interest in books and art and design.
13. Relationships are very good throughout the school. Pupils are kind, considerate and courteous towards each other, staff and visitors. They all get on well together and help each other. Very good relationships between staff and pupils in lessons help pupils in their learning especially their speaking and listening. For example in a Year 1 design and technology lesson the very good relationship between the teacher and pupils contributed very well to a helpful discussion on shapes seen in buildings in a walk around the locality. Pupils also co-operate very well in pairs and groups, as seen in a Year 1 English lesson when pupils very good work in a group discussion about fruit encouraged them to use a wide range of exciting words such as 'scrumptious', 'slithery' and 'juicy'.
14. Levels of attendance are good. These have steadily increased over the last year and are now above the national average. Most pupils arrive promptly and lessons start on time. There have been no unauthorised absences and very few pupils take holidays in term time. Good levels of attendance reflect pupil's positive attitude to school.

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

15. The quality of teaching is good and is constantly improving standards and pupils' rate of progress over time as the systems and procedures that support it become established.
16. The school has not been open long, and because of this the impact of the good teaching seen in lessons is only just starting to reflect positively on pupils' achievement over time. Pupils lost some ground in their learning last year when their progress was hampered by disruptions caused by an 80 per cent change in staff, major building work going on in classrooms during lessons, and the transition to a primary school; new staff had to cope with new routines and procedures as well as get to know the pupils. Teachers and pupils have done well to regain some of what was lost that year. Already, standards have improved since September and the school is well on track to improve further.
17. The way in which all teachers manage pupils is very good. They involve all of them equally well, valuing what they have to say by maintaining eye contact as they speak and responding to their comments. For example, in a Year 2 science lesson, the teacher asked pupils to plan and set up an experiment to test similarities and differences between the movements of different objects. She encouraged the pupils to work out what to do, listened to their suggestions, and praised their efforts. There are a few boys in particular who find it difficult to concentrate and behave well. They are rarely disruptive, however,

because the teachers successfully help them to focus on their work. Clear targets for them to work towards are realistic and most manage to attain them. These include 'To listen without interrupting the class' and 'Avoid behaviour designed to disrupt the work of others', and give pupils something to strive for. There is a clear system of rewards and sanctions, including time out of the classroom, which works well. "1, 2, 3 – show me" brings pupils back on task by capturing their attention and the teaching assistants support these pupils very effectively to minimise any detrimental effect on learning.

18. Teaching in the Nursery and Reception classes is sound. Children settle well in the Nursery because of the way the adults act sensitively towards them, particularly those children who have just started school. These young children are secure learners and get off to a good start because of the good systems established to ensure they quickly become used to class routines. They move around the room, confidently trying out new things. However, planning is not as effective as it could be in identifying different challenges for children of different abilities. This means that the activities are the same for all children and there are times when the more mature children in particular have insufficient challenge. For example, one of the older children did not want to 'play' in the sand with different shaped containers as suggested by the teacher, and wandered to play aimlessly at another activity, making little progress in her learning. Likewise, in the Reception class, children enjoy good relationships with the teacher, who asks lots of questions to get them to talk. However, in this class, the opportunities for children to practise writing for communication, such as through story writing or play activities such as recording appointments in the 'doctor's' diary, are limited. For example, there are too few examples of writing for purpose in the children's workbooks or on the walls, and when the materials are put out for children to experiment with writing they do not use them. For example, in the 'doctor's surgery', it took a lot of encouragement from an inspector to get one child to write an appointment in the diary and to give her an appointment card. Even then, the child scribbled wiggly lines, rather than having a go at writing words or letters. Although the materials were there to use for this purpose, children were not sure what to do with them. In addition, the Reception classroom in particular is neither linguistically or mathematically stimulating, and this gives limited encouragement for children to write. Some of the least able children are asked in the Nursery and Reception to practise forming letters using a particular sequence of strokes before they are ready and this does little to enthuse children to write.
19. Teaching is good in the infants and juniors. Teachers' explanations are clear and accurate, and precise enough to help pupils know what to do. Teachers have secure subject knowledge and understanding, and know what to teach pupils of a particular age through effective use of the national teaching guidelines in Years 1 to 5 and satisfactory use of them in Year 6. Pupils enjoy very good relationships with the teachers and work hard to please them. Lessons are organised well and teachers' questions are effective and well focused. For example, in a Year 3 science lesson exploring forces, the teacher asked, "What effect does pushing the wheelchair have?" In a Year 6 art and design lesson, "What techniques hasn't she (the artist) used?" made the pupils think hard. This was followed by, "Would it have improved it (the picture) had she used that?" which challenged pupils to look at their own work and evaluate ways to improve it. In all subjects, teachers use subject vocabulary well and because of this, pupils explain what they are doing and have done with precision. However, too often, because the work is aimed at what pupils of a particular age should be able to do, it is the same for all pupils; the less able manage to complete it usually with good support from the classroom assistants, but the more able find it too easy. This is because teachers do not always use the records they have of pupils' previous learning to help them decide exactly what is needed to build on earlier work; the work does not always meet pupils' needs and their progress is slower than it could be. Marking is variable and does not always tell pupils what to do to improve their work next time. Teachers do not demand high enough standards of presentation from the pupils; they accept untidy and often illegible handwriting too readily and this makes it difficult to assess pupils' understanding in other subjects, such as science, geography and history.
20. The specialist music teaching is particularly effective and pupils attain high standards in music because of it. The teachers' very good subject knowledge means that demands are high on pupils to compose

and perform to a high standard. Good instrumental tuition, available to all pupils, helps to develop pupils' musical skills and gives them the opportunity to refine their particular talent further.

21. Pupils with special needs are taught well and make the same good progress in lessons and sound progress over time as their classmates. This is because teaching assistants help them to do the work in lessons and withdraw them for an additional boost to their learning. During these times in particular the work of these pupils is matched well to their earlier learning and they make good progress because of it. There are pupils throughout the school who have been identified by the teachers as particularly gifted and talented in some subjects. The provision for these pupils in Years 1 to 3 is sound; teachers work closely with their parents and special work is set for them to do in class and at home. However, the support offered to the gifted and talented in Years 4 to 6 is no different from that for all other pupils.
22. The quality of teaching in Year 6 is variable from subject to subject because of the lack of subject expertise and primary practice in this year group. Here, teaching in English and mathematics is sound overall because of good in-service teacher training in using the national teaching guidelines in these two subjects. Art and design, music and science are taught well because specialist science teaching makes sure that pupils are taught enquiry skills, knowledge and understanding to at least a satisfactory standard. Very good teaching by a teacher particularly interested in art and design leads to pupils making rapid progress in the subject, although it is just soundly taught in the other years.

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

23. The curriculum is sound for pupils aged three to 11 and meets the requirements of the National Curriculum and the national guidance for children in the Foundation Stage. The school makes good provision for pupils' personal development and there is a good range of after-school and lunchtime clubs, especially in music. Particularly valuable are the residential visits pupils make in Year 4 and in Year 6. Curriculum provision for pupils with special educational needs is good overall and especially so for those pupils with behavioural difficulties. Teachers' very good class management helps these pupils to make the most of their time in school and enables all pupils to concentrate on their work and to learn as well as their classmates.
24. The school teaches a broad curriculum and there is a good balance across all subjects. It takes appropriate account of the National Strategies for Literacy and Numeracy and uses well opportunities in many subjects for the development of pupils' speaking and listening skills. The school has recently opened a computer suite. This gives pupils much increased access to the skills of using computers. Until now pupils have not used these skills sufficiently in their work across the curriculum. Music has a high priority in the curriculum and, in class and the many instrumental lessons and through extra-curricular activities, pupils make music well. However, for those whom the school has identified as excelling in other subjects, provision is not so good. All pupils have equal access to activities in all subjects.
25. The curriculum for pupils with special educational needs is good. Teachers and non-teaching staff include pupils with special educational needs very effectively in all activities and give them satisfaction in learning. They achieve this by setting relevant tasks, by building very good relationships in a warm, constructive setting for learning and by means of recognition and encouragement. Pupils' individual education plans describe clear targets and give practical guidance on how these are to be achieved.
26. The school liaises well with the secondary school although the present primary/secondary system is new. These links are especially strong through the arts and particularly through music. There are good links with the community and the school is strongly supported by its church.
27. Overall, the provision for pupils' spiritual, moral, social and cultural development is very good and one of the school's strengths. For pupils' spiritual development the school provides very well. Assemblies are



good. They are well organised and give clear spiritual and moral messages with a strong Christian content. Pupils sing well and the hymn practice seen prepared songs for assembly very effectively. There is no doubt that this is a church school; there is a Quest Club dealing with Christian matters. It has 60 members, a large number for the size of the school. Pupils think about important issues and feelings across many subjects and activities. For example they have thought about the beauty of a lake near one of the residential centres, and on their visit to Eyam discussed the bravery of the people of the village at the time of the great plague. This clearly has made a deep impression on Year 6 pupils, who remembered their visit long after they had been there and the detail of why villagers were so brave. Pupils marvel at the natural world through their work in art and design and investigative science.

28. The school makes very good provision for pupils' moral development. The difference between right and wrong is emphasised and made very clear. Sex education has a strong moral element as relationships and choices are emphasised. In a Year 6 geography lesson the teacher emphasised and led the pupils to think about the moral responsibility of looking after the environment, in this case a mountain environment.
29. Provision for pupils' social development is very effective. The PALS idea, where pupils as a group help others with difficulties, is a good example as are the class councils. A class council meeting seen was very successful, although the class was a big one and the teacher needed to guide new council members through the procedures. There will be a school council by the start of the autumn term, intended to promote citizenship in the wider sense of the word. Pupils have other opportunities to exercise responsibility. For example, one very young child explained clearly and succinctly the system for lunch box trolleys and two equally young children showed how to manoeuvre them around the building! The residential visits offer many valuable opportunities for pupils' moral and social development. Membership of the choir and recorder groups brings the responsibility of regularly attending rehearsals and learning words and music. Competition success brings a sense of achievement. Year 3 pupils have painted 'relationship pictures' showing a good grasp of how people appear to behave.
30. Provision for pupils' cultural development is good. Pupils listen to music, move to music and make music. They are aware of how beautiful as well as how exciting it can be. Some pupils in the school have low personal esteem but through high quality music making they are helped. There is currently a Japanese teacher in the school who works with pupils of all ages, sharing cultural experiences with them. There is, however, no art by famous European artists around the building or artwork from further afield, limiting pupils' understanding of art from other cultures.

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

31. This is a very caring school that makes very good provision for the health, safety, and welfare of its pupils. This enables pupils to feel secure and valued and has a positive impact on their achievements.
32. Health and safety procedures and monitoring are very good. The school has adopted a very good policy and very effective measures are in place to identify potential issues and risks; pupils' safe use of the Internet is ensured through effective security arrangements. Other security arrangements are very good. Pupils are well supervised at work and play. Good care is taken at the end of school to ensure a responsible adult collects each pupil from the Nursery, Reception and Year 1 classes.
33. Child protection procedures and awareness are good. Staff handle issues with a sensitive but rigorous approach. First aid arrangements are very effective and staff are very well trained. Staff know the pupils well. This allows them to monitor personal development effectively and provide good personal support allowing pupils to develop confidence and feel valued. A key feature of the school's provision is in the way it ensures that all pupils are fully included in all aspects of its life and work.

34. Procedures for monitoring and promoting good behaviour are very effective. The behaviour policy with an emphasis on the use of rewards and praise is having a very positive impact on pupils' attitudes, behaviour and development of self-esteem. The consistent approaches adopted by all staff contribute well to the success of the policy. Procedures to discourage and deal with bullying, racist or sexist behaviour are very good and any potential incidents are monitored and recorded promptly and rigorously. Parents and pupils all remark on the prompt and fair manner in which issues are dealt with.
35. Procedures for monitoring and promoting attendance are very good. Parents know and follow procedures well. The school maintains good records of attainment in English, mathematics and science investigations, but not in any other subject. Teachers in Years 2 to 6 do not use the information gained from assessing pupils' progress as effectively or consistently as they could to adapt the work provided for individual pupils to ensure they are working at an appropriate level. This means that too often pupils of different abilities, including the gifted and talented in Years 4 to 6, do the same work. When work is adapted for the different abilities of pupils, it is not always based on what they already know and need to learn next, particularly the most able. This means that pupils' achievement over a period of time is hampered. This happens from the Nursery throughout the school, although some exceptions were seen, for example in Year 1, where teachers make good use of pupils' previous achievements to set challenging work.
36. There are good procedures for monitoring and assessing the progress of pupils who have special needs. Good records of progress are kept and individual education plans are updated every term.

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

37. The partnership with parents is good and has a positive impact on pupils' attitudes to school. The school gives good encouragement for parents to be involved in their children's education through asking them to help with homework and assisting in lessons.
38. Parent's views of the school are positive. Parents feel that their children like school, teaching is good, they feel comfortable in approaching the school, and the school helps their children to make good progress and to work hard, and helps them become mature and responsible. A small number of parents have some concerns over the range of homework given, the information they receive on their children's progress, how closely the school works with them and the level of extra-curricular activities. Inspectors agree with the parents' positive views. Evidence shows that the level of homework set is about normal for a school of this type, information on pupils' progress is good, the school works closely with parents, and it provides a good range of extra-curricular activities. Although parents feel these only involve choir for pupils in Years 1 and 2, this is not unusual for such young children.
39. Parents show good involvement in the work of the school by helping regularly in classes, supporting homework, organising significant fundraising through the 'Parents Group' and supporting their children's regular, prompt attendance. Parent governors play an effective part in the good liaison between school and home. The school is making good efforts to involve parents further in the school and their children's education. Letters are regular and give good information on school life and areas of work to be covered by classes each term. Parents are made most welcome in school and all staff are readily available if problems arise. Annual reports give parents good information on their children's progress and feature good advice on areas for future improvement in English and mathematics. The school consulted effectively with parents when it opened with a very positive impact on the close partnership and shared ethos.

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

40. The leadership and management of the school are good. The head teacher is a very effective leader and manager. Through a period of major upheaval and re-organisation, she has held fast to a clear, well-

informed vision for the school. With the strong support of key staff members, notably the deputy head teacher, she has led the school skilfully through this difficult transitional time. As a result, though standards fell during the most disruptive phase of re-organisation they are now rising again and the school's potential for further improvement is very good.

41. There is a strong sense of teamwork in the school. All teaching and non-teaching staff share a strong commitment to the interests of pupils and to achieving high standards. Staff work very effectively together, for example in planning and providing for pupils with special educational needs. The very good working relationships of the teachers and classroom support staff are reflected in pupils' positive attitudes to learning, their readiness and ability to work co-operatively and their usually very thoughtful behaviour. The setting for learning is warm and purposeful. As a result, pupils enjoy coming to school and gain satisfaction from learning.
42. The deputy head teacher makes a valuable contribution to the professional life and smooth running of the school and sets a strong example in the quality of her own teaching. Her management of provision for pupils with special educational needs is very good. The English co-ordinator has good subject knowledge and is well informed about the strengths and weaknesses in pupils' English work. The subject leaders for mathematics and science have a secure grasp of standards in their subjects by visiting classes, analysing work and checking planning.
43. However, in most other subjects, for example ICT and physical education, the subject leaders do not have a detailed enough knowledge of standards and the quality of teaching and learning. Most of them have too few opportunities to observe lessons or review work and lack both the information and the influence to plan effectively for improvement. In order to give subject leaders time to settle to the new school and get to know the pupils, the head teacher has done most of the monitoring of lessons. This has been very constructive and carefully planned. It produces clear information on strengths and weaknesses in teaching and learning, particularly in English, mathematics and science, and provides teachers with useful guidance that further improves their effectiveness. There are good arrangements for linking teachers' individual targets to the school's overall development priorities.
44. The school's procedures for the induction of new staff are good. The head teacher's monitoring and support, as well as that given by the deputy head and other senior staff, are sensitive, well organised and thorough. Their support for those staff new to teaching and, in particular, those new to primary education, has been good. Specialists are working with these staff to give demonstration lessons on which they can model their teaching. Staff new to the school also benefit from the ready support of colleagues, the school's welcoming ethos and the pervasive sense of teamwork and shared enterprise. The school is very well placed to provide initial teacher training.
45. The school's overall procedures for analysing its performance and taking appropriate action are effectively bringing about improvements. Staff and governors make systematic use of available information, including the results of national tests and a wide range of optional tests, to analyse the school's performance and inform their action planning. Teachers make informative analyses of different groups within the school. For example, they identify differences in the performance and attitudes to reading of boys and girls. Their findings help in planning for progress and refining spending decisions. Teachers and governors identify apt priorities for improvement, which are soundly described in the school improvement plan. While planning is secure and well informed and key staff and governors understand the school's overall priorities well, the school improvement plan does not give a detailed enough picture of the school's objectives and how progress towards them is to be judged. This reduces its usefulness as a working document for staff and governors.
46. The governing body is very supportive of the school and its work. Governors carry out their statutory duties satisfactorily and their procedures are well organised and thorough. Governors have an accurate sense of the school's overall strengths and areas for improvement. They remain up to date with

developments by working very closely with the head teacher and through presentations by subject leaders, for example in English.

47. The governing body brings valuable specific skills to its work, for example in education, management and finance. Some governors keep closely in touch with the day-to day life of the school. Governors do not systematically monitor lessons. However, through the head teacher, they remain closely informed on teaching issues and take an active interest in all matters related to staffing, teaching and learning. They take pride in the school's work, the quality of its staff, its ethos and its achievements and are committed to high standards.
48. The school secretary provides very good support, which is valuable in enabling the school's daily routines to run smoothly. At all levels, financial planning is good, ensuring that spending is rigorously linked to carefully identified priorities. The school makes good use of new technology in managing its resources and analysing results. This helps to ensure that decisions are based on accurate, up-to-date information. Staff and governors use this information soundly in applying the principles of best value. They ensure that all resources are used to planned effect. Financial management is very secure and the school has met fully the few minor issues identified in the most recent audit report.
49. The management of provision for pupils with special educational needs is very good. It meets fully the requirements of the code of practice for special educational needs. The co-ordinator is very enthusiastic and knowledgeable and strongly committed to the needs of all pupils. She organises provision carefully, enabling close contact between teachers, classroom support assistants and parents to ensure effective support and learning. This produces consistently good provision for pupils with special educational needs both in class and in separate group-work. She has also identified pupils throughout the school who are gifted and talented in particular subjects. The provision for these pupils is sound in Years 1 to 3, where teachers set them specially prepared work that they do at home and in lessons. However, in Years 4 to 6 these pupils do not have work to do especially reflecting their talents.
50. There is a good number of well-qualified teaching and non-teaching staff to meet the demands of the curriculum. The head teacher and governors have been successful in building a strong, enthusiastic team with a wide range of subject and teaching expertise. The quality of support provided by the classroom support assistants is good. There is a satisfactory range of learning resources in all subjects. New computers and the recently established computer suite provide much improved opportunities for learning in ICT. The school's accommodation is good, although until very recently re-building work disrupted the work of several classes, affecting the quality of learning. This phase is now complete and the school has settled well. Evidence from lessons shows that standards are again beginning to rise. Taken with the strengths in management and the very good leadership of the head teacher and key staff, the potential for renewed and sustained improvement is very good.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. The school should now:

- (1) Improve the learning of all children in the Nursery and Reception classes, the most able pupils in Years 2 to 6, and the gifted and talented pupils in Years 4 to 6 by:
  - a. making better use of what teachers know pupils need to learn next to set more suitable work to build on what pupils already know;
  - b. using marking more effectively to help pupils see how they can improve their work and to help teachers remember how well pupils managed the work;
  - c. making sure that the Years 4 to 6 pupils identified by the school as gifted and talented are set work that reflects their talents.

Paragraphs 2, 7, 18, 19, 21, 24, 35, 49, 76, 81, 87, 100, 105

- (2) Improve pupils' handwriting, spelling and general work presentation by:
  - a. making sure that teachers make high demands on pupils to present their work neatly;
  - b. making sure that handwriting is taught effectively from an early age.

Paragraphs 3, 5, 18, 19, 59-61, 70, 71, 79, 81, 86, 104

- (2) Make sure all subject leaders have sufficient time and opportunity to find out what is and is not working in teaching and learning so that they can focus their support when and where it is most needed.

Paragraphs 43, 92, 97, 113

In addition to the above areas for improvement, the governing body should have regard to the following minor areas when writing their action plan:

1. Standards in history and geography, although improving, are below the nationally expected level by the ages of seven and 11 (paragraphs 98, 102-103).
2. Pupils do not use ICT skills enough in different situations and especially to support work in other subjects, particularly English, mathematics and science (paragraphs 6, 76, 82, 86, 101, 106, 109).
3. The lack of primary teaching expertise in Year 6, although being dealt with, requires continued support (paragraph 22).
4. The school improvement plan does not give a sharp enough picture to provide direction for staff, governors and newcomers to the school and enable governors to measure the progress towards achieving the targets (paragraph 45).

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	48
Number of discussions with staff, governors, other adults and pupils	29

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	5	24	15	0	1	0
Percentage	6	10	50	31	0	2	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 two percentage points.*

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	22	196
Number of full-time pupils known to be eligible for free school meals	N/A	30

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	1	0
Number of pupils on the school's special educational needs register	3	34

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	10

### *Attendance*

<b>Authorised absence</b>		<b>Unauthorised absence</b>	
	%		%
School data	5.7	School data	0.0
National comparative data	5.4	National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	18	17	35

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	16	18
	Girls	16	16	16
	Total	31	32	34
Percentage of pupils at NC level 2 or above	School	89 (n/a)	91 (n/a)	97 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	16	16	16
	Total	32	32	32
Percentage of pupils at NC level 2 or above	School	91 (n/a)	91 (n/a)	91 (n/a)
	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)***

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	44	34	78

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	34	31	41
	Girls	28	18	30
	Total	62	49	71
Percentage of pupils at NC level 4 or above	School	79 (n/a)	63 (n/a)	91 (n/a)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	30	36	42
	Girls	20	73	90
	Total	50	57	70
Percentage of pupils at NC level 4 or above	School	64 (n/a)	73 (n/a)	90 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

***Ethnic background of pupils******Exclusions in the last school year***

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	192	2	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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



### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.5
Average class size	28

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

Total number of education support staff	8
Total aggregate hours worked per week	205

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

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	43
Total number of education support staff	2
Total aggregate hours worked per week	62
Number of pupils per FTE adult	21.5

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	15

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001/02
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	£
Total income	403952
Total expenditure	364090
Expenditure per pupil	1504
Balance brought forward from previous year	42645
Balance carried forward to next year	39861

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

### **Questionnaire return rate**

Number of questionnaires sent out	239
Number of questionnaires returned	63

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	62	27	6	3	2
My child is making good progress in school.	48	38	13	2	0
Behaviour in the school is good.	32	52	10	6	0
My child gets the right amount of work to do at home.	44	32	14	5	5
The teaching is good.	62	32	3	0	3
I am kept well informed about how my child is getting on.	40	41	13	5	2
I would feel comfortable about approaching the school with questions or a problem.	68	27	3	0	2
The school expects my child to work hard and achieve his or her best.	67	29	2	2	2
The school works closely with parents.	46	33	13	5	3
The school is well led and managed.	63	27	2	3	5
The school is helping my child become mature and responsible.	59	30	2	2	8
The school provides an interesting range of activities outside lessons.	29	35	17	6	13

## **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**

52. Children enter the Nursery at the age of three and transfer to the Reception class the term before they reach five years of age. This means that the summer-born children spend much longer in the Nursery than the autumn-born, who have only one term in the Reception class before moving to Year 1. These children have a lot of effective support from teaching assistants, however, financed through grants and other funding, and make the same sound progress as their older schoolmates.
53. The teaching and learning in the Foundation Stage are satisfactory overall and by the end of the Reception year, with the exception of writing in which children do not do well enough, most children attain the early learning goals for children of this age. There is good support for those children with statements of specific need and they join in well with the activities, making good progress.

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

54. This area of learning is taught well and most children securely reach the early learning goals by the end of the Reception class. Children settle quickly to the class routines because teachers make them feel secure and confident by paying special attention to them, such as acknowledging them when they arrive and saying goodbye to them when they leave. For example, one child was made to feel very special by a teaching assistant in Nursery who told her, "I'm going now. Have a good time in music and enjoy your singing. I'll see you tomorrow."
55. Nursery and Reception children are confident to try new things because their relationships with their teachers and classmates are very good. There is a good range of activities set out in the Nursery in particular, which children enjoy working at, such as searching for buried treasure in the sand and playing with musical instruments from a range of different cultures. Reception children work and play together well. For example, two boys shared the role of the doctor in the role-play area when they bandaged an inspector's 'poorly' finger. They wait patiently for their turn to talk in 'chat' sessions when children sit together on the carpet, and to share their news with each other. Most of the children maintain good concentration and usually complete their work.
56. By the end of the Reception class, most children are confident and secure learners. They behave well in lessons and around the school. They move confidently in class bases, make choices about the activities they will go to next and show independence.

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

57. The teaching of this area of learning is satisfactory overall, but there are weaknesses in the teaching of writing, particularly the early stages of handwriting. Although most children attain most of the early learning goals in this area of learning by the end of Reception, their writing skills are not as good as they should be for children of their age. In contrast, however, speaking and listening skills are effectively taught and children do well in this aspect of communication. This is because, from a very early age, teachers encourage children to talk to one another and to express their feelings. Special times for this take place daily in the Reception class when children share news with each other. For example, in one session, they told a partner what special thing they had done during the half term holiday and their partner then told the class. This meant that children had to listen carefully to what they were told so that they could repeat it correctly and with most of the detail. "Sandra went on a boat to see some dolphins" one child explained and another, "In the holidays it was James' birthday". Another child gave a very explicit account of how she had made 'chocolate crispies'. Children talk in sentences and make themselves understood by being precise and speaking clearly. They confidently finish sentences for

each other, for example, when one child lost her train of thought, “I put them into ... er...” “Those little cases?” suggested a classmate, clearly engrossed in what his friend was saying.

58. Reading is taught satisfactorily. Nursery children are encouraged to look at books and their book area is invitingly laid out so that they go in it to browse through the books on the shelves. In the Reception class the book area is less attractive and does little to promote a love of reading. However, children share books with the teacher, who asks appropriate questions about, for example “What happens next?” and “How do you think the giraffe felt in this story?” Children recognise some words on sight and know most of the letter sounds. They use these to help them to read unknown words by linking sounds and letters. This is promoted well by the Reception class teacher, who takes every opportunity possible to show children how to build words using letter sounds, for example, spelling out “d-u-ll” on the board when doing the weather chart.
59. In contrast, however, the teaching of writing is not as effective as it should be. Teachers ask some children to write before they have the necessary skills to do so. The writing activities in the Nursery are not always adapted for differently attaining children. For example, those children who sometimes giving meaning to marks are not given enough tracing and colouring in to do to help them develop pencil control. It is similar in the Reception class where the least able children who struggle to form closed shapes are asked to write underneath the teacher’s writing. There are too few opportunities for children to write in role-play and very little story or report writing evident in their books. Children who can write their name often put capitals in the middle and form letters incorrectly. Too little is done to remedy this. The examples of teachers’ writing in children’s books are not good enough and do little to show children how to write neatly.

### **Mathematical development**

60. This area of learning is taught satisfactorily and because of this most children attain the early learning goals by the end of the Reception class. Children learn about numbers by counting objects and drawing, for example, the right number of fish in the pond. By the time they start in Year 1, most can count up to 20 objects and recognise numbers from zero to 20. They know one more and one less than a given number and the more able children can add two more. However, sometimes the least able children in the Reception class are given the same worksheet to do as their more able classmates. They manage only the first few, which does little to boost their self-esteem.
61. Nursery children copy repeating patterns and learn to recognise numbers. However, whilst the Nursery planning makes it clear that one of the table-top activities is designed, for example ‘To develop knowledge of shape’, it does not make it clear which children know what shapes and what stage of learning each child is at, such as who needs to learn the names of simple two-dimensional shapes and who is ready to go on to identify the number of corners and sides. This means that unless an adult is there to support learning, some children do not move on. Nevertheless, by the time they leave the Reception class, most children recognise and name simple two-dimensional shapes. They sort by colours, shape and size and understand and use language of position such as ‘below’ and ‘above’.

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

62. Teaching is sound in this area of learning and children achieve satisfactorily overall to attain the learning goals by the end of the Reception year. Nursery children build well-constructed models of cars using plastic construction equipment and tall and short towers with wooden bricks. They have been shopping at the local supermarket and explore their natural world by looking at autumn leaves through magnifying glasses and tasting fruits. They bake at least once a week; carefully weighing out the ingredients for pancakes and watching them change as they mix them together and then cook them. Their skills, knowledge and understanding are built on further in the Reception class when, for example, children investigated the tastes of different foods, writing in their books, “My favourite flavour (of crisps) is

ready salted”. They have made jam sandwiches, carefully spreading the jam onto the bread before cutting and eating it. They know that people grow and change over time from looking at photographs of themselves as babies and talking about what they can do now that they could not do then. The teaching of computer skills is good. Nursery children drag and drop objects on screen to ‘dress teddy’ and build towers out of cubes. Reception class children are very confident when working on computers, using the mouse to guide the cursor around the screen. During the inspection the children had their first lesson in the computer suite and managed very well to press a combination of keys to add text to the screen, following the teacher’s good demonstration.

### **Physical development**

63. This area of learning is taught satisfactorily and children’s learning is sound. Most children attain the early learning goals by the end of the Reception class. Children in Nursery move confidently and avoid bumping into each other when, for example, positioning themselves correctly “Next to a circle” and “Inside a square”. They develop their control of paintbrushes satisfactorily and are starting to carefully stroke the paint on the paper rather than stab at it with the brush. Reception children move with more confidence, negotiating small furniture in the classroom, for example, and moving around the playground with good control and co-ordination. They change quickly and sensibly for physical activity sessions. They move confidently in different ways, stretching, running and jumping with good control. They recognise changes to their bodies as they warm up for their lesson, such as their hearts beating faster. They balance beanbags on different parts of their body, such as the head and foot. They have satisfactory cutting skills and hold their pencils correctly. However, some of them do not control the pencil well enough on the paper because they do not get enough practice.

### **Creative development**

64. This area of learning is also taught satisfactorily and because of this Nursery and Reception children make sound progress. Most children attain the early learning goals by the end of the Reception class. Their singing skills are good. Children sing clearly and with a good sense of rhythm and pitch. They have a good repertoire of songs and sing them from memory. They play musical instruments on the beat and repeat sounds and sound patterns. Children in the Reception class could identify pieces in the Carnival of the Animals and moved to the music well – extremely well in a few cases, including one of the proudest lions in any school!
65. Nursery children print patterns successfully using a variety of different objects, including their fingers and feet. Reception class children mix paints and know which colours make, for example, green and orange. The self-portraits done by both Nursery and Reception children are good, showing detail to colour of hair and eyes. The Reception class children’s drawings of themselves done in pencil show good detail and are also in good proportion. Children engage well in role-play, taking on the roles of doctor and receptionist, for example in the Reception ‘doctor’s surgery’.

### **ENGLISH**

66. The recent re-organisation of the school entailed substantial changes in the make-up of classes and year groups. No informative comparison with previous standards or in relation to trends in performance over time, therefore, can be made. Work done earlier in the year reflects the disruptive impact of re-organisation including tradesmen such as carpet fitters and electricians working in classrooms during lessons, and newly appointed teachers getting to grips with new routines, procedures and the primary curriculum, and getting to know the pupils. Nevertheless, standards in English are now broadly as expected nationally by the end of Years 2 and 6 and the good quality of teaching is resulting in improvements in pupils’ learning and progress and indicates good potential for standards in English to improve further.

67. Standards in speaking and listening are above average by the end of Years 2 and 6. Year 2 pupils speak clearly and often confidently. They listen carefully and accurately in class discussions, often showing their understanding by relevant answers. In conversation, they are polite and thoughtful, showing good awareness of the listener. By the end of Year 6, most pupils are confident speakers, drawing on a good range of lively, expressive language. Pupils enjoy discussion. They concentrate while listening and explain themselves well. In lessons, teachers provide frequent opportunities for infant and junior pupils to discuss and share ideas in small groups and sometimes with the class as a whole. This helps to develop the versatility and assurance of pupils' speaking and listening and to extend the range of their vocabulary and expression.
68. Standards in reading are average by the end of Years 2 and 6. Infant pupils read with satisfactory accuracy and fluency for their age. Most average and above average pupils confidently use their knowledge of letters and sounds and their understanding of context to read unfamiliar words. Most show clear understanding of what they have read, recalling sufficient detail of events and characters and giving views on them. The most able readers show independence, read with good accuracy, fluency and understanding and are beginning to learn how to locate information using an alphabetical index. By the end of Year 6, pupils make suitable gains in confidence and accuracy. Pupils of all abilities read fluently and show secure understanding of key themes, events and aspects of character. The most able readers refer accurately to the text in explaining points of detail or motive. All pupils know how to locate information and use the school library's classification system appropriately.
69. Most infant and junior pupils are enthusiastic readers, readily discussing their preferences and gaining obvious pleasure from the well-matched range of books that teachers provide. Many pupils read frequently at home. The home-school reading record enables a useful dialogue and is often used very constructively to commend pupils and encourage progress. However, it is not consistently used in all junior classes.
70. Standards in writing are average by the end of Years 2 and 6. Year 2 pupils use a satisfactory range of words and expressions. They convey meaning logically, sequencing their ideas in soundly formed sentences. Many pupils are beginning to use capital letters and full stops correctly but too many pupils still use them inaccurately. The more able pupils write accurately and imaginatively, showing a good sense of narrative structure and understanding of punctuation. However, too many pupils make unnecessary spelling errors and, with few exceptions, pupils' handwriting is not yet accurate enough in form and size. Very few pupils make enough progress towards a legible, joined style.
71. By the end of Year 6, average and above average pupils write with a suitable sense of the shape of a story or factual report. Their writing is usually logical and grammatical and incorporates soundly developing punctuation. The writing of the most able pupils is sometimes energetic and thoughtful and shows increased complexity. However, many pupils continue to make needless spelling mistakes. Handwriting and, in some classes, overall presentation are inconsistent. These weaknesses reduce the impact of pupils' written work in English and in other subjects.
72. Pupils' attitudes to learning are good. Pupils are polite and behave very well. They work hard in lessons, listen attentively and respond well to the teacher's questions. When working together, for example, in paired discussions, pupils co-operate positively and support one another well. This reflects the high quality of relationships that prevail in lessons, teachers' skilled, sensitive management of pupils and the strong examples of teamwork that teachers and classroom assistants provide.
73. The quality of teaching is good overall. Teachers manage and engage pupils very well. They motivate pupils and build their confidence by praise and encouragement. Most teachers phrase and target questions carefully, taking account of pupils' individual needs and abilities. Several teachers have very good subject knowledge, which enables them to challenge pupils and provide interesting, relevant tasks that promote good progress. Classroom support assistants make a valuable contribution to pupils' learning. They manage pupils well and provide active, flexible support that promotes pupils' personal

development as well as their subject learning. This enables pupils with special educational needs to share in the sound progress that most pupils make over time. Several pupils have been identified by the school as gifted and talented in literacy. In Years 1 to 3, the needs of these pupils are met appropriately; special work is set for them to do at home and in lessons. However, those in Year 4 to 6 have no such support and this slows their progress.

74. The teaching of speaking and listening is a particular strength. Teachers provide many well-planned opportunities for pupils to practise speaking and listening in small groups and within the class as a whole. In an effective junior lesson, pupils discussed and developed their ideas for a story with a partner before drafting them and explaining them to the class. This improved pupils' speaking and extended the range and quality of their writing. Teachers and classroom assistants use language precisely, providing good examples for pupils to follow. They pay careful attention to the use of correct terminology, for example, in science and mathematics. This helps pupils to widen the range of words they use in their own speaking and writing and to use them correctly. This is very well reinforced in most classrooms by carefully presented displays and word-banks.
75. The leadership and management of English are sound and have several good features. The subject co-ordinator has very good subject knowledge and sets a very good example in her teaching. She makes good use of test results, work samples and some monitoring of lessons to build a well-informed picture of the strengths and weaknesses in pupils' learning and to formulate sound plans for improvement.
76. However, there are some weaknesses in the school's use of assessment to achieve the best progress for pupils of different abilities, particularly the most able in Years 2 to 6. Teachers modify tasks in lessons to match the needs of different ability pupils but do not always do so accurately enough. This impacts most on the most able pupils, while the progress of lower attaining pupils is raised by the good support they receive. The outcomes of this are reflected in the relatively low proportions of pupils exceeding the expected levels, particularly in reading and writing. The teaching of spelling and handwriting is not sufficiently thoroughgoing and systematic, limiting pupils' attainment in writing. Some use is made of ICT to improve the quality and presentation of pupils' writing but this needs to be extended further. The subject leader has already identified these weaknesses and has taken action to counter them.

## **MATHEMATICS**

77. Attainment in Years 2 and 6 is broadly as expected for pupils at the age of seven and 11. Standards have improved since September. This reflects the improvement in teaching and day-to-day working of a school now settled into its completed new building after recent reorganisation to become a primary school. The attainment of pupils in the current Year 1 and Year 5 pupils shows that, by the time they reach the end of Year 2 and Year 6, they are likely to attain higher standards than those of these year groups this year. This indicates a possible further rise in standards next year.
78. Most Year 2 pupils have a fair understanding of simple capacity and several showed above average skill in working with a number line. Year 4 pupils understand the work on co-ordinates and Year 5 have a good grasp of reflective symmetry, although at the start of one lesson, few could initially draw all the lines of symmetry in a pentagon. By the end of the lesson, however, almost all could achieve this and many were able to transfer the idea to a hexagon. Year 6 pupils showed considerable skill, as well as tenacity, in trying to work out the highest and lowest number they could make using three given digits and then adding and subtracting them.
79. Pupils' attitudes to mathematics are good and in lessons they behave very well. Year 2 pupils were enthusiastic, if a little fussy, in their work with numbers but stayed with their tasks well. Similarly, Year 3 pupils were excited by the vote to decide the way to spend the £10 'given' to the class as a basis for working out problems and recording data. Year 6 pupils stayed with an interesting task and several

clearly wanted to explore further when it was time to move on. However, pupils do not present their work well. At all ability levels work could be neater, but there are signs that presentation is improving and that pupils now work carefully and more neatly. This reflects the good behaviour and calm atmosphere of the lessons seen during the inspection.

80. Teaching in mathematics is good. Teachers manage pupils very well. This means that classrooms are calm and pupils can concentrate and learn. Teachers also explain and question well involving all pupils, including those with special educational needs, so that they understand what they are to do and learn. Lessons are well prepared and well organised. This again leads to well-ordered lessons in which pupils can learn. Pupils learn correct mathematical terms and teachers are careful to ensure that they understand these thoroughly. In a Year 4 lesson, for example, pupils had a good grasp of the language about co-ordinates. Teachers question pupils well. They lead them to think about mathematical questions but occasionally accept answers a little too soon before all pupils have had a chance to reach a conclusion. Generally, teachers involve the whole class well in oral sessions, including those pupils with special educational needs. However, there are five pupils in Years 3 to 6 who have been identified as gifted and talented in mathematics. Whilst those in Year 3 have special work to do at home and in lessons, there is no special provision for those in Years 4 to 6, slowing their progress.
81. Marking varies in quantity and usefulness. Teachers do not always mark work well and too often it is a series of ticks. Comment is often positive and gives pupils confidence, which is good, but teachers' comments do not explain how pupils could do better next time. In many lessons, teachers prepare work at different levels for different groups of pupils, but it is not securely based on a record of what pupils can and cannot do. Books frequently show pupils of all abilities doing the same work in the same way because the assessment of pupils' progress in lessons is not yet thorough enough to plan work to match the attainment levels of all the pupils in the class. Sometimes it is well done, for example in the Year 1 lesson seen where higher attaining pupils went on to write their own number problems. Teachers do not always insist that pupils set their work out with care and present it neatly.
82. Mathematics is not used extensively across the curriculum. In science pupils use it to handle data but in geography, history and design and technology, for example, there are few examples in pupils' work of their application of numeracy skills. Pupils' work shows very little use of ICT in mathematics. However, the computer suite is very new and the school has rightly concentrated on developing pupils' skills before applying them.
83. Mathematics is satisfactorily led and managed. The co-ordinator monitors teachers' planning and lessons and is well placed to take the subject forward now that the school is settled in its new building.

## SCIENCE

84. Standards in science are broadly as expected by the ages of seven and 11. This is because teaching is sound in Years 1 to 5 and good in Year 6. The specialist teaching in the oldest class is very effective in ensuring that the curriculum is taught in sufficient depth and pupils' understanding is very secure. Consequently, nearly all of the Year 6 pupils are likely to attain at least the expected level by the end of the year. The teacher's explanations are very precise and her answers to pupils' questions exact. She makes the subject interesting, for example when she brought in a pig's heart to show pupils what one looked like. The pupils sat spellbound looking at it and listening to the teacher's explanations of how it works. She made excellent use of a video to show pupils how the body's major organs work and the pace of the lesson was such that pupils' interest was held and their concentration did not wane all afternoon. Her promotion of subject terminology was excellent, for example, "Give me another name for job" brought the response "Function". By the end of the lesson, pupils had produced a variety of accurate graphs including bar charts and line graphs to show how exercise and rest impact on pulse rate.



85. The school's recent emphasis on investigation work has quickly brought about pupils' enquiry skills to above the expected level. Pupils' enthusiasm for the subject has led to good attitudes to learning and an excitement for carrying out scientific investigations. For example, Year 2 pupils thoroughly enjoyed planning an experiment to test the movement of different objects down a slope. They chose a range of different things to use, such as a pen, a plastic cube and a coin. Work in small groups meant that pupils chatted together and negotiated roles, such as who was to write up the results and who would do the measuring. They came up with good ideas for why, for example, the pen rolled the furthest, "Because it's cylindrical" and "It's a shape that rolls well". Pupils with behaviour difficulties sustain good concentration partly because they are so interested in the work, but also because the teachers have identified very effective ways to deal them. These pupils have realistic targets to rise to and no inappropriate behaviour was seen in any of the science lessons.
86. Pupils record their findings on tables and charts, but make insufficient use of computers to help them present the information in different ways. In addition, they do not always present their work with care; untidy writing and careless spelling spoil the overall quality and make it difficult to judge pupils' understanding without speaking to them. For example, a Year 2 average ability pupil wrote "pis of pepr" for 'piece of paper'. However, when talking to pupils their level of understanding is much better than their written work indicates.
87. There are good procedures in place for assessing how good pupils' scientific enquiry skills are, but there are no records by which to keep track of how well pupils are doing in the other aspects of science, such as their understanding of physical processes. At the end of each year, teachers note down the overall level at which each child is working in science, but do not indicate if they do better in one area than another. This leads the next teacher to make assumptions that all pupils have learned what they have been taught. This is not always the case and leads to the learning of the least able pupils being built on shaky foundations. This is exacerbated further because the comments teachers write in pupils' books when marking written work do not give any indication of how well pupils have understood a scientific idea. Nor do they tell pupils how to improve their work next time. No special work is set for those pupils identified as gifted and talented in science to do at home or in lessons, slowing their progress.
88. Leadership and management are satisfactory. The co-ordinator is fairly new to post and has carried out lesson observations in two classes only. She has an increasing idea of how what works well with regard to teaching and learning, and what does not and so is deciding now who needs her help the most. She has looked at pupils' work and has picked up some relevant areas for improvement, such as teachers' marking and the development of pupils setting their own hypotheses. However, her subject improvement plan does not focus on how she is going to raise standards and how she is to influence improvements.

## **ART AND DESIGN**

89. Standards in art and design are broadly as expected for pupils aged seven and 11. Teaching is sound in Years 1 to 5 and very good in Year 6. Although not a specialist art and design teacher, the teacher teaching the subject to Year 6 pupils has excellent subject knowledge and because of this, knows how to explain skills and techniques precisely so that pupils understand. She guides pupils very well and helps them to work out how they can improve their work. By using examples of her own work and those of famous artists, she enthuses the pupils. The teacher inspires them to "have a go" by convincing them that they are all artists. This raises their confidence and, because of this, they talk enthusiastically about what they do and have done. Although their recollection of famous artists is hazy, they know that different artists paint in different styles and that, for example, Van Gogh had 'colour' and 'shape' periods. Pupils use different pencils to create different effects such as hard and soft lines and know that different techniques are more suited for some purposes than others. They suggested, for example, cross-hatching "to scruff something, like the texture of a jumper" and feathering to create softness. Drawings of shoes and trainers by Year 6 pupils show good attention to detail. A good range of techniques, including shading and smudging, bring the shoes 'alive' by making them look real.

90. Pupils have good attitudes towards their work in art and design. They enjoy the practical nature of the subject and use it to support work in other subjects, such as when Year 2 illustrated their poems, "Tell me". Some good drawings depicting human friendship in Year 3 show good line and form. Concentrating on position, they show how body language can say what words cannot.
91. Pupils experience a satisfactory range of media including clay and sculpture materials. However, ICT is underused in art and design. Year 6 pupils have used a digital camera to take landscape photographs to copy, but they have not used computers to create pictures or designs or searched for information on the Internet. However, Year 2 pupils used photographs when discussing how portraits show emotion, in preparation for completing portraits of their own.
92. The range of artwork on display around the school is limited. This is partly because there were difficulties with the completion of the 'wet' areas in classrooms whilst the building alterations were going on and partly because much of the work has been taken home. It is clear from the planning and talking with pupils, however, that they do sufficient art and design work. This is an area identified for improvement and the co-ordinator, who leads the subject satisfactorily, has ambitious but realistic plans for its future. She has not observed any lessons, but through her other role in school, she does have an idea of what is happening in art and design. She has targeted her support where it is most needed in Year 6 and has clear ideas to raise the profile of the subject throughout the school. There are no assessments in art and design and no records of pupils' achievements, making it difficult to know what pupils are capable of and what they need to learn next.

## **DESIGN AND TECHNOLOGY**

93. Standards are in line with the nationally expected levels for pupils aged seven and 11. Teaching and learning are sound and because of this pupils make satisfactory progress over time. There is appropriate emphasis on designing and making and the importance of redesigning if things do not work as intended.
94. Infant pupils explore different materials and through this know what they are most suitable for. They know the best way to join, for example, cardboard with sticky tape in order to make a hinge so that their boxes open. They label their designs and make lists of what they will need. Junior pupils go on to investigate more difficult systems, such as switches and pneumatics. They focus well on the function of what they make, for example, Year 3 made "relaxing" armchairs.
95. By the time they get to Year 6, pupils know how to make things stronger, for example by putting in cross members to strengthen corners. They are currently designing shelters and know that they "need to make them strong and waterproof" and that this means that they could be made out of metal or plastic. This, they explained, is because "shelters need to protect". They discussed how they could insulate the inside of the shelter to keep in the heat and that if they made it from wood, they would need to varnish it to help stop it rotting. Pupils understand that it is worthwhile making parts of the finished product to see if they work before assembling the whole thing. They also explain sensibly what a prototype is and how it can be useful to assess the fitness for purpose of the finished product and to see if mechanisms are going to work successfully.
96. Pupils enjoy their design and technology work and have good attitudes towards the subject. However, there are limitations with the materials they use. Wood can only be used if pupils bring it from home and there are no woodwork tools in school. Insufficient use is made of ICT for design purposes and assessment procedures are not in place.
97. Leadership and management are unsatisfactory. The co-ordinator has not seen any lessons and is not aware of what is working well in the subject and where the school could improve or how well pupils are learning. This limits the support he can give to colleagues, as he is unclear about where it is most needed.

## **GEOGRAPHY**

98. Standards of work in geography are below the nationally expected level for pupils aged seven and 11. During the school's difficulties through reorganisation and building work last year and, especially, earlier this year, time for geography became limited as pupils' books show. Work done was in line with the National Curriculum but too little work has been covered. Pupils in Year 6 have a poor recall of past work except for that done in connection with their residential visits. They remember doing a traffic census but have little idea of the outcomes or what they were trying to show. However, pupils clearly understand the present work on environments much better. In discussion one pupil was quick to work out why extremes of temperature could change a stony desert into a sandy one. This was impressive thinking. Pupils have good ideas of how to go about their new topic. Several pupils talked about using CD-ROMs in their research although they have had little experience of working in this way. Year 5 pupils demonstrated at least average research skills in their lesson. Year 1 pupils know that people live in many kinds of houses and have a fair grasp, at a suitably simple level, of why.
99. Pupils have good attitudes to their work and behave well. The Year 6 pupils in particular listened very well to their teacher and to one another when in discussion. Pupils showed interest in the current topics and were keen to begin work. Year 6 pupils appeared very keen, begging to be allowed to continue with the work after the break. Year 5 worked noisily but all pupils, including those with special educational needs, worked hard and their enthusiastic talking was about the task in hand. Pupils' presentation of their work varies. In Year 6 it is only just satisfactory overall but in Year 5 it is a little better with some attractive work. There was no written work for Year 2 but Year 1 pupils worked carefully to record the geographical aspects of their walk.
100. Teaching is sound. The Year 1 lesson, where geography was linked well with work in history, science, English and mathematics, was very good and the Year 5 lesson moved at a good pace and in a lively way. Teachers prepare and organise lessons well. Classrooms are calm because teachers manage pupils well and so pupils can concentrate and learn. Teachers explain ideas well but in one lesson there was too much explanation when pupils were keen to begin work. In the Year 5 lesson, the work was relevant and appropriate for the pupils. Marking of work varies. In some books, in Year 5 for example, marking helps pupils develop their work. In others it is sparse and is mostly ticks with an occasional positive comment. Too rarely is there evidence of teachers' comments being followed up.
101. Geography is satisfactorily led and managed. Now that the school building is complete, more time for geography is enabling pupils to develop better skills and to use English and ICT skills more within the subject. The current Year 6 work made a good link between geography and pupils' moral and social development when they considered the importance of preserving beautiful, important and possibly fragile mountain environments. There are no formal assessment procedures in geography and, as in history, this makes it difficult for teachers to plan work so that it is at the best level for each pupil.

## **HISTORY**

102. Standards of work in history are below those found nationally for pupils aged seven and 11. Work in history was limited during the autumn term as the school strove to maintain a full programme in the core subjects during building work. Pupils' workbooks in several classes reflect this limited time. A full programme is now under way.
103. In Year 2 pupils' written work is below average but pupils know more than the books show. Year 6 pupils do not have a good recollection of what they have done although books show that some of the pupils have a good grasp of the work, for example, of change over time. They have at least average study skills. Their memory of history studied as part of their residential visits is clearer. They talk about

this more knowledgeably and enthusiastically. Last year they visited Southwell Minster for 'Time Travelling', which also made a lasting impression.

104. Pupils take part in lessons eagerly. Year 1 pupils were excited about their walk and worked hard to record what they saw. Pupils behave well in lessons and work together well in pairs and in groups. Previous written work is not as well presented as the work seen in lessons but this reflects the more settled atmosphere in the school this term. In Year 2 for example presentation varies and some is poor but there has been a gradual if uneven improvement through the year.
105. Teaching is sound. The Year 1 lesson was very well planned and organised. The many adults present had a full and well-prepared part to play. Teachers manage pupils well; this leads to good behaviour and calm classes that help pupils to learn. Activities are appropriate and suitable. Teachers question well and press pupils to think. Marking varies. In some books it is good, in Year 5 for example where it is regular and encouraging and helps to develop pupils' work. In most books, however, it is less good, providing little guidance and often not following up initial critical comment. Teachers ensure that all pupils, including those with special educational needs, take a full part in the lessons and make satisfactory progress.
106. ICT is not used well enough in pupils' work. Pupils have limited planned opportunities to develop and practise their writing skills in history but there were good cross-curricular links in the Year 4 lesson seen, some lively writing in Year 5, and excellent links across the curriculum in the Year 1 work. Year 6 pupils' writing in the recent work on Britain since the 1930s is below the standards expected at this age. Year 2 pupils have learned good vocabulary through their study of houses in the past.
107. History is satisfactorily led and managed and the co-ordinator has many ideas about how to develop the subject now that the school is settled. She is, for example, keen to encourage and develop pupils' skills of exploring history. Now that the computer suite is up and running pupils can make more use of CD-ROMs and the Internet. There is no formal assessment procedure in history. Together with the variable marking of work this cannot provide a good basis for teachers to plan future work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

108. Standards in ICT are in line with the expected levels by the end of Years 2 and 6. Pupils of all abilities and those with special educational needs make satisfactory progress. Analysis of pupils' recent work, discussion with pupils and observation of a small number of lessons show that teaching is satisfactory. In the lessons seen, pupils often made good progress. The computer suite and additional equipment, including laptops, have only recently become available and teachers are using them well.
109. By the end of Year 2, pupils have sound keyboard and mouse skills. They independently carry out basic operations such as logging on and, when discussing their work, use a suitable subject vocabulary. Pupils gain some experience of control by sequencing instructions for a programmable robot. Most pupils understand the use of e-mail and are beginning to appreciate the usefulness of computers in the wider world. Most are confident in handling equipment and understand simple technical matters such as the need to conserve battery power when laptops are not plugged in. More able pupils speak of the need to "be calm" when working with computer equipment and the importance of entering correct, carefully sequenced instructions. Pupils' skills are developing soundly but pupils recalled only their most recent work and could not name any programs that they had previously used. Teachers provide a few opportunities for pupils to use and develop their ICT knowledge in other subjects. For example, Year 6 pupils used simple spreadsheets in mathematics and sometimes use a CD-ROM or the Internet, for example in science. However, such opportunities are too few.
110. By the end of Year 6, pupils show suitable progress in basic operations and use their skills fluently in a wider range of applications. For example, they use *PowerPoint* to make multi-media presentations

aimed at younger pupils. In doing so, they show good awareness of the intended audience and satisfactory skill in combining text, sound and images. They evaluate and compare their own and each other's work and use this to amend and improve the quality and impact of their presentations. With suitable guidance, pupils gain experience of using the Internet, for example, to research arguments for and against war with Iraq. Many pupils use word-processing programs to present final versions of their writing in English. Pupils are learning to capture images using digital cameras and are beginning to make limited use of these in their work, for example, in art and design. Average and more able pupils have a good grasp of the wider importance and usefulness of computers. Year 6 pupils have little understanding of control technology at a level appropriate to their age.

111. In lessons teachers managed pupils well and drew on secure subject knowledge to give clear demonstrations and explanations that enabled pupils to progress well. Relationships were constructive and good humoured. Pupils enjoyed their work and concentrated well, showing consistently good attitudes to learning. Infant and junior pupils worked well alongside one another or co-operatively, discussing sensibly and behaving very well.
112. In the Year 6 lesson, the classroom support assistant took a leading role using her good subject knowledge well to clarify and explain how to use the software. The teacher and classroom assistant supported pupils flexibly, evaluating pupils' attainments as they worked through the task and successfully encouraging good progress.
113. The leadership and management of ICT are satisfactory. Programmes of work give teachers good guidance on what is to be taught and how learning is to be sequenced to promote progress. However, there are no systematic arrangements for assessing pupils' attainment. This slows progress because teachers lack the information required to plan challenging activities for the most able and tasks that allow the least able to grow in independence. There is no monitoring of teaching and learning. As a result, the good practice to be found in certain classes is not yet effectively shared. Teachers have identified these shortcomings and the need to increase opportunities for pupils to use their ICT skills more widely. There are sound plans to improve standards further and to build on good practice, making use of the good accommodation and resources the school now enjoys.

## **MUSIC**

114. Attainment in music is above the nationally expected levels for pupils at the ages of seven and 11. Singing is well above average, pupils making a pleasing sound based on genuine singing tone. They pitch well and sing in tune. The blend of voices in the choir is very good and pupils sing two-part songs confidently and accurately. Singing in assembly is a little less impressive but the hymn practice showed the whole school's capability to make a strong and lovely sound. All this is done in a room that is poor acoustically and a hall which does not flatter. The many festival successes give a sense of achievement to all those participating. Large numbers of pupils learn orchestral, band and keyboard instruments, many of them reaching a good standard.
115. During the inspection pupils throughout Years 1 to 6 demonstrated a good sense of rhythm and pitch. Year 3 pupils showed a good grasp of the shape of an Aboriginal chant and sang it well. Soloists sang confidently in lessons. Recorder players of all junior ages play well, and, although a few clearly read from the letter under the notes, the majority read the actual notes.
116. Pupils have very good attitudes to music. From Year 1 to Year 6 where both boys and girls sing enthusiastically, pupils clearly enjoy their music making. Choir and recorder groups are large and successful. Pupils come to rehearsal regularly and willingly. In lessons behaviour is very good. This is partly because of good teaching and partly because of the success music enjoys. Pupils work hard and this in turn leads to further success. They concentrate well, the big class of Year 3 pupils, for example, worked at an Aborigine chant for an extended singing session.

117. Although music lessons week by week are short, all pupils have adequate contact with music, through lessons, hymn practice and singing in assembly. The whole school is involved in the Christmas production enabling pupils to make exciting music to a high standard. Those pupils in the choirs or recorder groups or receiving lessons on an instrument from a visiting teacher have further opportunities.
118. Teaching is good. Some lessons and extra-curricular sessions are very well taught. The specialist who teaches all lessons and some extra-curricular activities has good music skills and uses them well to help pupils make music. Lessons are well prepared, organised and paced. Teachers manage pupils well and this means that they can concentrate and listen to the teacher and the music they make. This in turn helps them to reach a high standard. Lessons are interesting and lively. In all the activities seen, teachers kept pupils focused on the activity, enthusiastic and working hard, and standards therefore rose further. Pupils play their instruments in class lessons making a further contribution to the quality of the music.
119. Music makes a very good contribution to pupils' spiritual, moral, social and cultural development. The Aboriginal song, for example, showed pupils music of a very different nature from the European tradition, popular or serious.
120. Music is very well led and managed. The co-ordinator, most ably helped by a teaching assistant, runs the many activities very capably. Festival work and the Christmas show need complex preparation. The school devotes time, energy and money to these, which it rightly considers a valuable priority.

## **PHYSICAL EDUCATION**

121. Only two physical education lessons were seen during the inspection, one in the infants and one in the juniors. No secure judgements on standards or the quality of teaching can be made. However, from looking at teachers' planning, and talking with staff and pupils, the provision for physical education is satisfactory. Pupils receive a suitably wide curriculum, which includes gymnastics, dance, athletics, individual and team games and swimming. There is satisfactory provision for extra-curricular activities, including netball and football clubs and occasional tennis and cricket; the skills learned in these clubs are used in lessons. The arrangements for the teaching of swimming are thorough and, as a result, most junior pupils swim 25 metres by the time they leave the school.
122. In both lessons, the teacher's management of pupils was good and pupils concentrated well on the tasks set. Opportunities for pupils to observe and evaluate each other's work featured strongly in both lessons. These were constructively used in the infant lesson to improve pupils' understanding and performance but were not used well enough in the junior lesson. This was because the teacher did not communicate clearly enough to pupils a sense of quality in movement and did not set high enough expectations. As a result, pupils were unable to comment on each other's performances in an informed way. Discussion encouraged pupils but did not produce high enough attainment for the pupils' age. In both lessons, the pace was slow, reducing opportunities for vigorous movement, although, in the infant lesson, some time was saved by the involvement of the classroom support assistants. In both lessons the teachers included pupils with special educational needs fully and successfully in all activities.
123. The head teacher has assumed temporary responsibility for managing physical education but this arrangement is unsatisfactory because she, though a very good leader and manager, lacks specific subject expertise. There are no systems for assessing pupils' progress or for monitoring the quality of teaching and learning. Evidence from the lessons seen suggests that subject management and planning arrangements do not give teachers enough guidance on the attainment to be expected of the different age-groups. These shortcomings slow progress, for example in gymnastics. The school recognises this and has made satisfactory plans for improvement.

