

INSPECTION REPORT

WYNNDALE SCHOOL

Mansfield

LEA area: Nottinghamshire

Unique reference number: 133269

Headteacher: Mrs Elizabeth Whitlam

Reporting inspector: Mr Rod Spinks
2783

Dates of inspection: 10 – 13 March 2003

Inspection number: 249029

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Wynndale Drive
Mansfield

Postcode: NG18 3NY

Telephone number: 01623 479001

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Appropriate authority: Governing body

Name of chair of governors: Ms E Wilson

Date of previous inspection: Not applicable

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2783	Rod Spinks	Registered inspector	Science Information and communication technology Physical education Special educational needs	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
15522	Bernard Morgan	Lay inspector	Educational inclusion	Pupils' attitudes, values and personal development How well does the school work in partnership with parents?
27537	Anita Davis	Team inspector	English Art and design Music English as an additional language	How well does the school care for its pupils?
23399	Eileen Torr	Team inspector	Mathematics Geography History Religious education	
28095	Susan Wild	Team inspector	Design and technology Foundation stage	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Wynndale Primary School is situated on the eastern side of the town of Mansfield and draws nearly half of its pupils from the immediate area with the remainder coming from outside its designated catchment area. The school changed to a primary school from a first school in September 2001, which necessitated significant building work to accommodate the increased numbers. The school caters for pupils aged four to eleven. Pupils currently in Year 6 are the first group of pupils to complete their primary education at the school. There are 198 pupils on the roll including 17 who attend the Foundation Stage part-time. The school is slightly smaller than similar schools nationally. A number of pupils leave and enter the school at times other than normal. Approximately five per cent of pupils are eligible for free school meals, which is below national averages although this figure is considered to be well below the real figure by the local education authority. Just over one per cent of pupils have English as an additional language, which is well below the national average. Ten per cent of pupils are identified as having special educational needs by the school. This is below the national average and no pupil has a statement of need. Pupils with special educational needs have a range of difficulties but the majority have general learning difficulties whilst a few have specific difficulties such as autism and dyslexia, and a few have emotional and behavioural difficulties.

Pupils come from a wide variety of backgrounds but overall they come from broadly average backgrounds. Overall, pupils' attainment on entry to the Foundation Stage is close to average.

HOW GOOD THE SCHOOL IS

This is a very good school with some outstanding features. Above average standards from average attainment on entry shows at least good progress in response to consistently good and very good teaching. Current Year 6 pupils are on target to attain above average standards in English and well above average standards in mathematics and science by the end of the year. The outstanding management by senior staff and governors uses a very wide range of data to monitor and challenge the work of the school. The close relationship between the school development plan and the performance management targets of teachers ensures that the school continues to develop and improve. The good progress made by pupils and the average income ensure that this school gives good value for money.

What the school does well

- Outstanding leadership and management.
- Very good teaching.
- Above average standards observed at the end of Year 6.
- The good progress pupils make in response to the consistently good teaching they receive.
- The monitoring of pupils' progress and the setting of realistic and challenging targets for pupils to attain.
- The effectiveness of the governing body.
- The positive learning environment and the good quality learning resources.
- The very good relationships throughout the school and the very good behaviour of pupils.
- The very good start pupils receive in the Foundation Stage.

What could be improved

- There are no areas of weakness.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Wynndale Primary School opened as a primary school in September 2001 and was formed from a first school on the reorganisation of educational provision in the area. Therefore there is no previous inspection report for this school. However, since opening, the school has developed very effectively to provide high quality education for its pupils and shows the capacity to continue to develop and enhance the quality of education provided still further.

STANDARDS

The current Year 6 in the school will be the first to take the National Curriculum tests for eleven-year-olds and as a result there is no previous attainment data available for this age group.

On entry to the school Foundation Stage age children are attaining standards which are typical of those normally expected for this age group. In response to the very good start to their education they make good progress to be attaining standards above those normally found by the time they enter Year 1 at the age of five. They make particularly good progress in their social development.

By the age of seven pupils continue to make good progress to attain standards generally above those found nationally in reading, writing and mathematics. However, there is significant variation in overall whole school data as the number of pupils with identified special learning needs in each year group is very different. The small numbers in each year group also mean that comparative data is less reliable as one pupil may represent a variation of up to four per cent. In the year 2002 tests and assessments for seven-year-olds, the number of pupils attaining the expected standards in reading and writing was above the national average whilst standards in mathematics and science were closer to the average. When compared with schools having a similar proportion of pupils eligible for free school meals, standards in reading and writing were just above the average and in mathematics close to the average. Results show steady improvement over the last three years at a rate similar to that found nationally.

From a scrutiny of pupils' present and past work, and direct observation of their work in lessons, current pupils are working at a level similar to that expected in Year 2 and above that expected in Year 1. The Year 2 class has fewer higher attaining pupils than the Year 1 class. Standards in the other subjects of the curriculum are broadly typical of those normally found, except for science and music where standards are higher than usually seen.

As there is no data for attainment in the national tests and assessments for eleven-year-olds it is not possible to compare the attainment of pupils at Wynndale directly with other schools. However, from a detailed scrutiny of pupils' work over the last two years, direct observations of their work in lessons, hearing them read and discussing their work with them, inspectors judge that most pupils are attaining standards above those expected in English, music and physical education. Standards are well above those expected in mathematics and science and broadly similar to those expected in

the other subjects of the curriculum. Higher attaining pupils in particular are attaining at the higher levels of which they are capable especially in mathematics and science. Pupils make good progress to achieve these standards in response to the consistently good and frequently very good teaching they receive. The school monitors pupils' progress very effectively and in great detail so that challenging short and longer-term targets are set for pupils to attain. Overall school targets are challenging but are firmly based upon realistic assessment data. Standards of literacy and numeracy are above average and pupils effectively use these skills to enhance their learning in the other subjects of the curriculum. The standards of work seen in information and communication technology were typical of those expected and pupils are beginning to use these skills to support learning in the other subjects such as science, particularly in Year 6. Standards in religious education are in line with those identified in the locally agreed syllabus. Overall, pupils make good progress over the whole of their education at Wynndale Primary School from entry to the Foundation Stage to final attainment at the end of Year 6.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very positive. Pupils are eager to come to school and expect to work hard and try their best.
Behaviour, in and out of classrooms	Very good. Pupils play and learn well together. They are well supported by all staff.
Personal development and relationships	Good. Relationships in the school are very good. However, pupils could be given more opportunities to take responsibility for their own learning.
Attendance	Satisfactory. Levels of attendance are broadly similar to those seen in other schools.

There are very good relationships between teachers and other staff and pupils. This has a positive impact on the attitudes and behaviour seen and so promotes a positive learning atmosphere in the school. Teachers manage their pupils very well and minor instances of misbehaviour are dealt with quickly and effectively. Whilst there are some opportunities for pupils to take responsibility and develop their independence they would benefit from an increased range of opportunities to develop these personal skills.

TEACHING AND LEARNING

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

Overall, the quality of teaching in the school is very good. Teaching is consistently good or better in all areas of the school. This enables the very positive pupils of all ages to learn well and make good progress throughout their time at the school.

In all, inspectors observed 47 lessons or part lessons and no lessons were judged to be less than satisfactory. The vast majority, over nine out of ten, were judged to be good or better by inspectors. Over half of the lessons seen were judged to be very good or excellent. Almost one in ten lessons were judged to be excellent.

The teachers have very detailed understanding of pupils' ongoing attainment and use this information to plan lessons that ensure that all pupils make good progress. Lessons are delivered at a brisk pace and teachers regularly support pupils' learning of literacy and numeracy skills in all subjects of the curriculum. Teachers manage their pupils well ensuring that on the rare occasions when pupils' concentration flags they are brought back to their learning quickly. In the very best lessons teachers encourage pupils to learn independently so enhancing their development of a wide range of learning skills. Pupils who need extra support with their learning are able to make good and often very good progress in small groups or in one-to-one tuition from teaching assistants. Many parents support the development of pupils' reading skills.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets statutory requirements and is broad. It is generally balanced although there is limited time for the study of some subjects. There is a wide range of extra-curricular experiences available to pupils especially in Years 3 to 6, which enhances their learning.
Provision for pupils with special educational needs	Excellent. Pupils' needs are accurately identified and the support they receive is excellent and so they make very good progress to meet the challenging targets they are set.
Provision for pupils with English as an additional language	There are no pupils who require additional support with their English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Moral and social provision is very good. Provision for spiritual development is very good in assemblies but more opportunities could be made available within lessons. Cultural development is satisfactory and the school could seek more opportunities to prepare pupils for life in a multicultural society.
How well the school cares for its pupils	Very well. Procedures for promoting pupils' welfare are very good. Arrangements for child protection are very good.

The school's curriculum is significantly enhanced by the extra-curricular activities, particularly in music and drama, which involve all pupils. In addition, pupils in Year 5 and 6 have opportunities to learn French. The school works very well with parents to support pupils' learning. They are encouraged to become involved in the daily work of the school and many take the opportunity and provide invaluable support for pupils' learning. Pupils with special educational needs receive excellent support, particularly from teaching assistants, so that these pupils are well integrated into the school and make very good progress in all aspects of their development.

The school has very well developed assessment procedures which enable pupils' progress, both academic and personal, to be monitored and for challenging targets to be set for future attainment.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Outstanding. The headteacher provides outstanding leadership and has very effectively managed the school through a period of significant change. She has developed a very good staff team who work together well to promote the continued development and improvement of the school.
How well the governors fulfil their responsibilities	Outstanding. Governors have a clear, shared vision for the continued development of the school. They are fully aware of the strengths and weaknesses of the school and through full involvement with the teachers jointly plan for future improvement.
The school's evaluation of its performance	Very good. The senior managers and governors of the school use a wide range of data to compare and evaluate the effectiveness of the school and take appropriate action to continue the improvement.
The strategic use of resources	Very good. The headteacher, senior staff and the governors carefully manage the budget to ensure that learning is well resourced.

The school is well staffed by a team of dedicated teachers who are very well supported in their work by teaching assistants and the many parent helpers. The recently completed school building provides good accommodation which is being maintained well and provides a welcoming learning environment for pupils and teachers alike. There is a good range of quality resources for teachers and pupils, which enables all aspects of the curriculum to be addressed. The leadership and management of the school are excellent, providing clear direction for its work and ensuring the highest quality learning for pupils. The school is fully applying the principles of best value in its work.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children are keen to come to school and learn; they like school.• Teachers are very approachable and make time for parents.• The school encourages pupils to learn the difference between right and wrong and behaviour is very good.• The school is a caring place. The headteacher provides very effective leadership.	<ul style="list-style-type: none">• A few parents do not feel that they are kept sufficiently well informed about pupils' progress.

Inspectors agree with the many positive comments made by parents. Inspectors note the school's work to keep parents well informed about the progress of pupils. Evidence, including the school's own recent review of the situation and that gathered from the inspection, shows that parents are regularly informed as to the progress their children are making. Therefore inspectors do not support the views of these few parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Inspectors based their judgements on an analysis of test and assessment results, direct observations of pupils in lessons, hearing pupils read and a detailed scrutiny of pupils' present and past work. Discussions were held with pupils where other evidence was limited to establish what pupils knew and could do.
2. The early assessment of pupils on entry to the Foundation Stage part-time indicates that their attainment on entry is typical of that normally found although many have well-developed social and language skills. By the end of the Reception Year current pupils are attaining standards which are above those normally found in all areas of learning.
3. In the 2002 tests and assessments for seven-year-olds, overall standards in reading and writing were above the national average and mathematics standards were close to the national average. The proportion of pupils attaining the expected Level 2 was well above average in reading and above average in writing and mathematics. The proportions attaining the higher Level 3 was well above average in reading and above average in writing. In mathematics the proportion attaining the higher Level 3 was close to the average. In science the proportion attaining the expected Level 2 and the higher Level 3 was close to average. The differences in attainment of girls and boys were similar to that found in the national results.
4. In comparison with similar schools using national benchmark information standards in reading and writing were above the average and mathematics close to the average.
5. The pupils in the Year 2 class comprise fewer higher attaining pupils than in other years. However, by the age of seven current pupils are on course to attain standards, which are higher than normally found in science and music. Standards are similar to those expected nationally in all other subjects of the foundation curriculum. Standards in literacy and numeracy are typical of those seen in primary schools and pupils regularly use these skills in other subjects. Pupils are attaining standards in religious education, which are in line with the expectations of the locally agreed syllabus.
6. By the age of eleven pupils are attaining standards, which are above average in English and well above average in mathematics and science. Standards in music and physical education are above average and standards in all other subjects are close to those normally expected. There is no national assessment data available for this school, as the current Year 6 pupils are the first to complete their junior education at the school. Inspectors based their judgements on a detailed scrutiny of pupils' present and past work, hearing them read and talking to them as well as observing their work in lessons.

7. Standards in literacy and numeracy are above average and teachers ensure that pupils use these skills to support their work in the other subjects of the curriculum. For example, teachers provide key words for pupils in science so that they become accustomed to using the correct vocabulary to describe their science experiments. Pupils frequently use their numeracy skills in subjects such as science and geography for collecting and presenting data.
8. Standards in information and communication technology are similar to those found nationally. Pupils in the juniors are beginning to access information to support learning in a number of subjects and often use databases and spreadsheets to record and then present information. There has been a marked improvement in the use of these skills since the introduction of a dedicated suite of computers.
9. Standards in religious education are in line with the requirements of the locally agreed syllabus in both the infants and the juniors.
10. Overall, pupils in the juniors are achieving well. Current juniors entered the school with average levels of attainment and have made good progress to attain standards above those expected in English, mathematics and science.

Pupils' attitudes, values and personal development

11. In the lessons observed during the inspection, pupils' attitudes to learning were very good throughout the school. Behaviour around the school was also very good. Pupils know what is expected of them and respond positively to the opportunities offered to them. Relationships in school are very good. Attendance levels overall are satisfactory.
12. Pupils' attitudes to the school and learning are very good. They enjoy learning and respond enthusiastically to the opportunities that are provided. They are developing confidence and respond openly to questions. They respond particularly well to the high levels of very good teaching seen in the school but particularly in the juniors. They also work particularly well with both support assistants and parent helpers. The scheme for Better Reading Partners is a good example of this. Here pupils are enabled to not only improve their reading skills but frequently to rekindle their interest in reading. In lessons teachers' imaginative teaching also generates much enthusiasm and this leads to good learning. An example of this was seen in a Year 3 personal, social and health education lesson where pupils had been focusing on the world of work. They had produced a questionnaire so as to interview a number of people in different jobs. They then worked in groups to carry out the interviews and record their findings. These were then reported back to their classmates. Pupils took obvious pride in their success in completing the task.
13. The youngest pupils respond very well to the wide range of activities provided for them. Their personal, emotional and social development are fully provided for. Their teachers and the classroom assistants take every opportunity to develop these aspects of the children's needs. As a result, and after only a short time in the school, they have settled to school routines and are fully engaged in the activities. They are developing confidence and are keen

to explain what they, and others are doing, and why. As a result of this high quality support they make good progress.

14. The school places much emphasis on promoting good behaviour at all times. It is succeeding very well in this aim. Relationships throughout the school are very good and this has a significant positive influence on the high standards of behaviour and pupils' progress. All staff, led by the Headteacher's enthusiastic and infectious example operate the policy in a consistent and positive manner. Overall, behaviour in lessons was very good. In no lesson was unsatisfactory behaviour seen. There were examples of excellent behaviour. For instance, in a Year 6 science lesson where pupils were investigating dissolving. The teacher's skill in establishing a calm positive atmosphere, good questioning and high expectations meant that all pupils were engaged throughout the lesson, worked hard and were able to make very good gains in their learning. Many lessons were seen where behaviour was very good. In a Year 4 art and design lesson pupils were looking at patterns, based on the work of William Morris. They worked with sustained concentration. They worked well together discussing and sharing ideas well and produced work of a good standard. In a very small number of lessons these high standards were not maintained. In these lessons, either a small number of pupils did not listen sufficiently to instructions or found it difficult to sustain concentration. When this happened the result was that learning was interrupted and progress slowed. Overall however teachers promote high standards of behaviour by managing pupils well, correcting unacceptable behaviour immediately. Teaching assistants also have a positive impact on pupils' behaviour. On occasion this close control meant however that opportunities for the development of pupils self-discipline and self-awareness were constrained.
15. Behaviour in and around the school is very good. Pupils are polite and friendly. In conversation they are open, and respond positively to adults. They play well together at break and lunchtimes. In the dining room they behave well, talking sensibly with friends. The school provides pupils with an environment that is free of sexism and racism.
16. The personal development of pupils of all abilities is very good. The school's programme of personal, social and health education contributes much to the pupils' development in this area. This enables them to learn about important health matters such as sex education, and drug awareness. In this programme the school makes good use of visiting specialists such as the police service who work with pupils in the D.A.R.E drug awareness programme. Pupils' work seen shows a developing understanding of the issues involved. Opportunities to promote pupils' understanding and awareness are also provided in work in other curriculum areas. A notable example was seen in a Year 3 history lesson where the teacher acted, in costume, and with contemporary resources the role of a teacher in Victorian times. The pupils' response was excellent and their subsequent discussions showed clearly their ability to empathise with the feelings and experiences of the time and relate these to their own position.
17. They also have opportunity to serve as representatives on the school council. Pupils in Year 6 act as 'buddies' in the playground for younger pupils. Pupils also have the opportunity to take an active part in school productions. Evidence from inspection shows that they take

these responsibilities seriously. Opportunities for pupils to take responsibility for their own learning are provided by teachers but overall these are too few.

18. Levels of attendance are satisfactory, being similar to those typically found in primary schools nationally. Levels of unauthorised absence are broadly similar to those seen elsewhere. Pupils are punctual and sessions and lessons begin on time. Pupils and parents are aware of the school's requirements in this area.
19. All pupils are involved in all the school's activities. The staff are aware of the need to plan work that takes account of the previous learning of groups, or individual pupils.
20. This area of the school's work is well developed and contributes much to the school's standards. It also promotes pupils' development very well. It is therefore judged a significant strength of the school.

HOW WELL ARE PUPILS TAUGHT?

21. Pupils are taught mainly in age group classes, but opportunities are taken to extend more able pupils and support those experiencing difficulties in numeracy by mixing age groups in the juniors. Foundation Stage pupils begin their schooling part-time and then move to full time in Reception. Most classes are taught by their class teacher for most subjects, although there is some specialist teaching of science by the headteacher, and an additional teacher is used to support identified groups of pupils and to facilitate non-contact time for all teachers.
22. Overall the quality of teaching is very good with about nine out of ten lessons seen being judged good or better and about half judged very good or excellent. Other evidence indicates that teaching across the whole school is consistently at least good. There was no unsatisfactory teaching seen. Pupils respond well to their teaching and make good progress throughout the school to currently attain well above average standards by the age of eleven in English, mathematics and science.
23. During the inspection 47 whole or part lessons were observed. All classes were observed for their literacy and numeracy lessons. The teaching observed was at least satisfactory in all lessons. 91 per cent of teaching was judged to be good or better with 50 per cent judged to be very good or outstanding.
24. The teaching of pupils in the Foundation Stage was always good or very good. Teachers have a good understanding of how pupils in this age group learn and plan appropriate experiences to enable them to make good progress. There are always good opportunities for pupils to develop their language skills and social development is very good. Pupils are given many opportunities to develop early reading and writing skills.
25. The teaching in Key Stage 1 is good overall. In total ten lessons were observed of which seven were good and three satisfactory. Teachers have a good knowledge and understanding of the subjects they teach. They plan lessons very effectively and use a range of different approaches to deliver brisk and lively lessons which motivate pupils to work

hard and make progress. They organise their classrooms well and manage pupils very well so that behaviour is always at least good. For example in a Year 2 numeracy lesson the teacher's good understanding and confidence in the use of the numeracy hour enabled her to enhance pupils' learning of number patterns and rules.

26. The teaching in Key Stage 2 is very good. In total 25 lessons were seen of which two were outstanding, 16 very good and seven good. Teaching is of high quality in Year 5 and 6 especially when teachers give pupils the opportunity to manage their own learning through an investigative approach. Teachers have very secure subject knowledge and plan lessons that challenge pupils to achieve. In particular the needs of higher attaining pupils are fully met, especially in English, mathematics and science where they are challenged beyond the levels normally expected in these age groups. Pupils concentrate and work hard and briskly to complete the tasks they are set so ensuring that they make good progress. For example, in a very good Year 5 numeracy lesson on symmetry, the teacher used a good balance of whole class teaching using a computer projection and group work planned at three different levels. This enabled all pupils to demonstrate and describe the reflective symmetry about two lines at right angles. Where teaching was outstanding teachers enthused and motivated their pupils to achieve very high standards.
27. The teaching of literacy is consistently at least good and teachers make very good links between the literacy programme and the other subjects of the curriculum. They frequently identify the strategies being used in literacy lessons and apply them in other subjects. Teachers encourage pupils to share their ideas and pupils listen and learn from their peers and teachers in informal and formal situations. The strong focus on literacy throughout the school has had an impact on raising the standards pupils attain by the end of Year 6.
28. The teaching of numeracy is good. Teachers use pupils' numeracy skills well to enhance their learning in other subjects such as design and technology for measuring and science for data handling.
29. In the other subjects of the curriculum it was not possible to observe lessons in every class, but a representative sample for most subjects were seen. The quality of teaching in the foundation subjects of the National Curriculum was at least good. Where teaching is good or better teachers plan effective lessons delivered through a range of approaches. Pupils are managed well so that their very positive attitudes and high concentration levels complement the good and very good teaching they receive. This enhances the progress pupils make.

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

30. The curriculum provided by the school is good overall and is supported by a clear vision statement with aims to reflect a positive pride in achievement. It is broad and relevant to the needs of the pupils, reflecting a range of learning styles. It is generally balanced, although there is limited time for the study of some subjects, such as history, geography, art and design and design and technology. The curriculum has a strong focus on the basic skills, and a high percentage of time is allocated to reading, extended writing, spelling, handwriting and

numeracy. Physical education, science, religious education, music and information and communication technology are taught weekly to ensure the continuity of skills and fitness. Pupils in Year 5 and 6 also have the opportunity to study French for a short time each week. Opportunities for independent learning are limited due to the focus on adult initiated lessons. A very good range of extra-curricular experiences and out of school clubs is a strength of the provision. This enhances the standards attained by pupils. All the statutory requirements are fulfilled.

31. The reception children are entitled to the Foundation Stage curriculum, which is play based, across the six areas of learning. However, the focus on teaching basic skills is often adult directed which reduces the opportunity for children to initiate their own activities and follow their own interests over longer periods. The part-time children are taught the basic skills in literacy and numeracy during shorter daily sessions, and they also have less time to develop the concepts through structured play. However, children make good progress across the Foundation Stage, with many exceeding the early learning goals in communication, language, literacy and mathematics.
32. The school approach to teaching the National Curriculum, including the basic skills, is very effective. The teachers' planning is a strong feature throughout all key stages, with annual cycles and half termly plans providing a coherent approach. The weekly planning includes clear learning objectives in relation to the literacy and numeracy strategies. There is effective teaching of intervention programmes in Year 1, 3 and 5, in literacy and numeracy to ensure that pupils are making sufficient progress in the basic skills. This makes a good impact on the progress of all pupils.
33. The provision for pupils with special education needs is excellent, where the commitment and skills of the support staff remove any barriers to learning. The school uses the Code of Practice very effectively and individual education plans are regularly reviewed and evaluated. Pupils are taught alongside their peers, although additional time and appropriate tasks are planned to meet their special needs. Such tasks are using PIVAT targets which provide smaller stages to learning than the National Curriculum. There is a clear policy to provide equal access to learning across the school and this is seen as a great strength in the provision.
34. The school offers a wide range of out of school activities, which pupils talk about with great enthusiasm. There is a commitment by the staff to enrich the experiences of pupils in various ways. They include sporting opportunities, such as football, dance and basketball. A dance teacher is employed to provide expertise, but other clubs are taken by members of staff. There is a long tradition of inter- schools sports in Mansfield, which includes coaching programmes. The school provides several musical opportunities including choirs, instrumental tuition for 37 per cent of pupils and the musical productions such as 'Scenes from the Musicals'. Choral speaking is an annual event in the local music and drama festival, where the school currently holds the 'Rose Bowl' for the best group. Annual residential visits are made by Year 4 pupils and more are planned for Year 5 and 6 pupils. At least one activity is attended by 87 per cent of Key Stage 2 pupils which shows how eager they are to participate. The overall enrichment to the curriculum is very good.

35. The provision for personal, social and health education is very good. The planning highlights key areas for teaching in each year group and the programme for the Healthy School Project has a safety theme. A broad range of opportunities are identified through drama workshops and awareness raising projects for road safety and drugs (DARE project). Sex education, social skills and environmental education are integrated into the programme for teaching.
36. An effective school council is established, with two named representatives in each class. This enables all pupils to contribute to decision making and conflict resolution in and around school. There are various community links to enrich the curriculum, such as visits from local police, fire service, artists and musicians. Good links with other schools are being re-established after the period of change. A transition curriculum between Year 6 and 7 has been identified as a priority within the School Improvement Plan.
37. The whole curriculum is well organised and effectively monitored by the co-ordinator, who has a strong overview of policy statements, planning, action plans and assessment strategies. She is promoting the ways in which pupils can take responsibility for their own learning through a range of 'can do' statements. She has conducted an audit of time allocation to subject and the adequacy of resources to meet the learning needs of the pupils. Overall the resources for teaching and learning are appropriate and well maintained.
38. *Provision for pupils' spiritual, moral, social and cultural development is very good.* The school provides a very caring ethos that allows all pupils to flourish as individuals. Those with special needs are clearly integrated into the life of the school and they are able to take part in all its activities. Each key stage has an act of collective worship, where spiritual development is fostered to a high level through opportunities to sing, pray and reflect on ideas. For example an infant assembly used the stimulus of a gemstone, pupils reflected on its appearance both inside and outside. The contrast between beauty and dullness were noticed and conclusions drawn in relation to people. The local vicar is a regular visitor to school assembly. In a junior assembly interactive opportunities were provided for pupils to contribute and participate in story telling about friendship. Spiritual experiences are often shared experiences. Overall, provision for spiritual development is good.
39. Many opportunities are offered for pupils to explore values and beliefs. The school has devised a moral code ABC (attitude, behaviour and courtesy) which is well established, even within a rap song devised by pupils. Pupils have a very good sense of right and wrong, and are able to show empathy for others. Through the school council pupils are able to consider rights and responsibilities and practice moral decision making. The adults throughout the school act as very good role models. They promote fairness, respect for others and keep promises. Pupils are encouraged to consider others through fundraising events for example, the National Children's Home. The school aims and values are evident through positive images, posters and display boards. Overall, provision for moral development is very good.

40. There is very good provision for social development. Good social skills and inclusive values are fostered in lessons through working collaboratively in small groups or with talking partners. In a Year 3 lesson, groups of pupils work together well when interviewing members of staff about their jobs. They are able to take responsibility to devise questions and report back their finding to the rest of the class. In the playground peer support is available at the 'Friendship Bus Stop' for those who feel excluded. Staff and pupils work well together in all aspects of school life. There is a feeling of belonging and high self-esteem amongst the pupils which is based on the positive culture of achievement. Pupils have too few planned opportunities for personal study, research through information and communication technology or independent learning in lessons.
41. Opportunities for cultural development are satisfactory, where pupils explore their own cultural values. They have understanding of the influences which have shaped their own heritage, for example in Year 3, pupils experience role play in a Victorian classroom. There is a willingness to participate in artistic, musical and sporting fields. However, there are few opportunities to understand cultural diversity and other beliefs and values across the world. Some multi-faith issues are addressed in religious education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. Overall the school provides a very good level of care for its pupils. Teachers and support staff are accessible, caring and thoughtful. Procedures for assessing pupils' attainment and progress are very good. The school makes good use of the information gained from assessments to set individual targets and inform the next learning steps, particularly in English, mathematics and science. However this is less well developed in the foundation subjects of the National Curriculum. The marking of work and giving feedback to pupils on what they need to do next in order to improve is good and is consistent across the school.
43. The arrangements for ensuring the welfare of pupils are very good. The very good quality of relationships throughout the school helps to ensure that members of staff know the pupils well. This promotes a high standard of care for all pupils. Good policies are in place to promote inclusion. This aspect of the school's work is closely monitored by the headteacher. Parents are pleased that their children like going to school.
44. The procedures for child protection are very good. The headteacher is the designated person responsible and she has received appropriate training: this is regularly updated. Staff are aware of the appropriate actions they should take if concerns about a pupils' welfare arises. The school's health and safety policy is thorough. Regular checks relating to health and safety matters are carried out. Findings from these checks are acted upon immediately. Recent building work has ensured all fire regulations are met and staff and pupils are fully aware of evacuation procedures. Clear procedures are in place for any pupil who becomes ill in school and there is a clear policy for the use of medicines, with staff being kept fully informed of changing needs. First aid is well organised with staff receiving appropriate training. The accident book is completed with the necessary detail. There is a clear policy, and set of procedures, to protect pupils when using the Internet to gain information.

45. Throughout school there is excellent support for pupils with special educational needs. Their needs are identified at an early stage and appropriate individual support provided. Individual Education Plans are clear and well focused so that pupils are able to make very good progress. Teaching assistants provide very good support in the classroom and are deployed well. They also work very effectively with targeted individuals and groups of pupils, particularly in the additional literacy support programmes.
46. Good policies and well - understood procedures encourage high quality behaviour from the pupils. The school promotes a positive approach to behaviour, encouraging and rewarding success and imposing sanctions when appropriate. The result is that behaviour in and around the school and in lessons is very good. Staff provide very good role models for pupils in the way they speak to and support each other. Support staff and lunchtime supervisors make a significant contribution to good behaviour and standards during breaks. The positive approach taken by the school effectively addresses any bullying. Parents are pleased with the high expectations of behaviour within the school.
47. Very good procedures are in place to monitor and promote the pupils' personal development. The programme of personal, social and health education plays a significant role in this. Members of the support staff offer a safe forum for older pupils to express their views and feelings. The Get Together Club is offered at lunchtimes and pupils appreciate the opportunity to share any concerns or worries. Staff offer sensitive and discrete support. Pupils are very positive about the recently implemented programme. Older pupils take part in the drugs awareness programme D.A.R.E. The programme includes written work and a formal assessment by the police officer delivering the programme. Certificates are awarded on completion of the module. Pupils' response to the programme is very good. Pupils' experiences are also enhanced by taking part in educational visits; residential; celebration assemblies; sporting activities; concerts; choral speaking and musical productions. These all provide good opportunities for boosting pupils' self-esteem and confidence. Pupils have some opportunities to take responsibility around the school by acting as monitors, being on the school council and a buddy system is in place, however, more opportunities could be offered to older pupils to use their initiative and develop their independence both in their learning and personal development.
48. The school's arrangements for recording and promoting attendance are good overall. Statutory requirements are met. Registers are maintained efficiently and information is analysed. Absences are followed up weekly, however the school acknowledges the need to implement first day calls to parents and a more regular analysis of attendance data to improve the overall system.
49. The school has very good procedures for assessing pupils' achievement in English, mathematics and science. Regular assessments take place and pupils' progress is monitored closely by the headteacher and assessment co-ordinator. This assessment is used well to identify groups of pupils who need extra support and contributes to the progress made. Teachers are involved in setting targets for individual pupils and these are reviewed twice yearly to ensure pupils are making at least expected progress. The marking of work is consistently good across the school. Pupils receive clear feedback on how to improve their

work. Assessment information is used well in English, mathematics and science to inform future planning. Assessment in other subjects is in place, however, this is underdeveloped and the school is looking towards developing a more rigorous system of assessing the National Curriculum foundation subjects to raise standards further.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

50. The views of parents who returned the questionnaire or attended the meeting with the registered inspector were very positive and supportive of the school. They expressed satisfaction with the standards achieved by their children and with the information provided by the school. They are clear that children enjoy life at school and staff take good care of them. Pupils are helped by the school to develop good attitudes to their learning and to each other. Parents feel able to approach the school on any matter They consider pupils behaviour to be very good.
51. The school has good arrangements for the induction of pupils, with parents being fully involved. They receive useful written advice about the school and how they can support their children's learning. The prospectus is a well written and informative document which meets requirements. The annual report made by governors to parents is also well produced and it too meets requirements. A good quality newsletter is produced by the headteacher and as well as containing routine administrative matters gives a wide range of information about school life and forthcoming events. The school has been very well aware of the need to consider parents views and comments particularly at the time of such significant change in its life. The responses of parents to a school questionnaire have been carefully considered and responded to in detail by the headteacher. As a result of this a number of new initiatives have been subsequently introduced including a series of drop in sessions to allow parents to visit school on an informal basis in order talk about the schools approach to teaching, to learning and their child's development. Similarly, termly letters are sent by class teachers to parents setting out what work will be covered. These are particularly useful documents for parents and some particularly well written and informative examples were seen during inspection.
52. Annual written reports to parents about their children's progress and attainment are of a good standard. They meet requirements. They contain useful information about the work covered as well as information about what pupils can do. Parents also receive information about pupils' personal development as well as details of their attendance record. Reports contain targets for pupils. Parents have opportunity to discuss their children's progress on a formal basis twice a year. Parents also take the opportunity to raise informally any concerns they may have with either their child's teacher or the headteacher. Parents say clearly that they value these. During the inspection many examples of these informal conversations were noted.
53. The school's arrangements for homework are set out in the prospectus. The vast majority of parents responding to the questionnaire and at the parents meeting are satisfied with the amount of homework set by teachers. Evidence seen during inspection supports these views. Pupils confirm that they receive regular homework and that it is marked regularly.

54. The school receives very good support from parents in a number of ways. There is an active Parent Teacher Association. This is successful in both raising finance to support the school and in providing social events for pupils. Recent examples of support provided for the school have included additional audio visual equipment and contributions to enhance the school grounds. Examples of social events have included theatre and other trips and school events at Christmas including a disco for pupils. Parents have also helped produce story sacks. These are resources which can be used by staff and parents to support learning particularly reading. They are well thought out resources and very well made by those involved who have contributed much time to the project. Staff express gratitude for the work and use them well. A number of parents and grandparents have also become Better Reading Partners and support individual pupils with their reading. Those parents involved have received training in order to support pupils in line with the school's approach to reading. They also help assess the progress made over time and work closely with teachers. This is a very well targeted scheme which supports teachers in encouraging and developing pupils' interest and achievements in reading. Inspection evidence shows clearly that pupils benefit greatly from this additional help and developing expertise. Parents are also supportive of other school activities such as concerts and productions.
55. This aspect of the school's work is well developed and contributes much to the standards achieved by pupils. This area is judged to be a strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

56. In response to the changed nature of the school the headteacher has established clear aims for the work of the school to develop into a primary school and to continue to improve standards and the quality of education. As the very effective leader of a team of senior managers and staff, she has sustained the good features of the school and continued the detailed development to meet the changing local and national needs. This is shown well by the development of the Year 5 and 6 teaching, curriculum and organisation, which have resulted in the well above average standards that pupils attain. The management of the recent building extensions to the school was very effective so that standards continued to rise despite significant disruption. This is testament to the outstanding leadership of the headteacher. The headteacher has established a dedicated and committed team of staff who work hard and well to provide high quality education for pupils. The school has set appropriate priorities for future development. At this time the work of subject co-ordinators is being further developed particularly with respect to monitoring the work of the school and then using the information gained to raise standards still further.
57. After a period of hard work to develop a new school and major building works the senior managers and the governors share a commitment to develop Wynndale Primary School still further. The school has the capacity to sustain the current high standards and quality of education and to continue to improve still further.

58. The governing body very effectively carries out its role. Governors are fully committed to their work. There is a very effective committee structure, which enables the governing body to work more efficiently.
59. Governors monitor the work of the school well and have a very clear picture of the school's strengths and weaknesses, for example there are subject link governors who meet regularly with co-ordinators and are aware of the many issues facing the school in these areas. Formal reports of these meetings are presented to governors. They are well informed by managers and governors set challenging priorities for the future development of the school. They are involved in producing the school development plan and have established a secure process for linking the plan with setting the school's budget and with the performance management targets of staff.
60. There has been a good amount of classroom monitoring by senior managers. Overall the quality of teaching continues to improve. Recent national assessment information has been evaluated to measure the overall effectiveness of the school. The headteacher also compares the school's effectiveness with the data available for similar schools. The school collects a wide range of assessment data on current pupils, which is cross-referenced to National Curriculum standards. These include detailed monitoring records of pupils' attainment every six months from entry to the school with targets for individual pupil attainment against national standards in English, mathematics and science. The assessments used to identify standards and targets are reliable and accurate. The strength of this process is that teachers and support assistants use the attainment and target information to guide what they plan for pupils to learn so ensuring that pupils make at least good progress. Governors are kept fully aware of the progress pupils are making and the standards they are attaining.
61. Subject co-ordinators monitor teachers' planning regularly and monitor progress against pupils' targets. The planned extension of classroom and work monitoring by co-ordinators will improve delivery still further.
62. The governors have established clear procedures for the performance management of staff and have set clear and challenging targets for the headteacher to achieve. The senior managers then integrate these targets along with the other school targets into the school development plan that is shared in great detail with governors. The governors then set the school's budget against the school development plan.
63. There are very effective and efficient systems of financial control. The good use of computer systems by the administrative staff ensures that regular budgetary information is available for senior managers and governors so that they can monitor spending and ensure that agreed priorities are being met. Other administrative tasks are managed well and administrative staff are an integral part of the staff team.
64. There are sufficient well-qualified and experienced teachers to deliver the curriculum. Pupils, with special educational needs, are effectively supported by both teachers and classroom support assistants so that they make very good progress. All teachers make very

good use of their support assistants and this significantly enhances the progress pupils make. The school makes effective use of many parents to support aspects of its work in classrooms for example hearing pupils read.

65. The school building provides an excellent range of accommodation for teaching and learning. There are sufficient classrooms and the hall provides a very good space for indoor physical education. The cleaning staff are very effective and the school provides a welcoming environment for pupils to learn and play. A range of displays of pupils' work further enhances the school environment. There are very good, safe, outdoor play areas for younger pupils and areas for pupils to sit quietly are planned. The school grounds provide a very good environment for pupils and the playing fields provide good grassed areas for playing games for such as football and in summer will provide a large play area for pupils at lunchtime.
66. There are good levels of resources for both teachers and pupils. These are stored well so as to be accessible. There are now more computers than usually found and the school is reviewing the most efficient ways of using computers in the new organisation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

67. There are no areas of weakness for the school and governors to address but they may wish to consider the following areas which are less well developed in order to further enhance standards:
 - 1 Increase the opportunities for pupils to be more independent in their learning and to increase their opportunities for taking responsibility in the school.
 - 2 Further develop the opportunities for pupils to learn about cultures other than their own and so prepare them more thoroughly for life in a multicultural society.
 - 3 To continue the planned developments in the foundation subjects so that pupils attain high standards in all subjects.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	47
Number of discussions with staff, governors, other adults and pupils	33

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	21	19	4	0	0	0
Percentage	6	45	40	9	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	n/a	198
Number of full-time pupils known to be eligible for free school meals	n/a	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	n/a	0
Number of pupils on the school's special educational needs register	n/a	19

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	5.2
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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	17	17	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	15	16
	Girls	17	17	17
	Total	32	32	33
Percentage of pupils at NC level 2 or above	School	94 (n/a)	94 (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	15	16	14
	Girls	17	17	17
	Total	32	33	31
Percentage of pupils at NC level 2 or above	School	94 (n/a)	97 (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)

There were no pupils in Key Stage 2 taking SATS in 2002.

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	199	0	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	4	0	0
Asian or Asian British – Indian	0	0	0
Asian or Asian British – Pakistani	1	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

Financial information

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	21.4:1
Average class size	25.4

Financial year	2001-2
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Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	111

	£
Total income	334,185
Total expenditure	304,491
Expenditure per pupil	1,578
Balance brought forward from previous year	32,033

FTE means full-time equivalent

Balance carried forward to next year	35,393
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Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	9.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	205
Number of questionnaires returned	93

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	1	1	0
My child is making good progress in school.	66	33	0	0	1
Behaviour in the school is good.	61	33	3	1	1
My child gets the right amount of work to do at home.	41	46	4	0	9
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	55	34	9	1	1
I would feel comfortable about approaching the school with questions or a problem.	68	27	5	0	0
The school expects my child to work hard and achieve his or her best.	81	18	0	1	0
The school works closely with parents.	57	35	8	0	0
The school is well led and managed.	70	27	2	0	1
The school is helping my child become mature and responsible.	61	33	2	1	2
The school provides an interesting range of activities outside lessons.	56	28	4	2	10

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

68. The provision for young children in the Foundation Stage enables them to make a very good start on their learning journey and builds upon the school's vision:
- ‘to strive to let children enjoy learning and provide them with a happy and stimulating introduction to school’.
69. The unit was created in September 2001 to integrate part time and full time pupils, who are working towards the nationally expected Early Learning Goals. The recent extension, linking two rooms together with a safe outdoor play area has provided a very good environment for young children. Initially, children attend mornings only for two terms and then enter full time school during the term in which they are five years old. The termly admission policy and procedures are clearly laid out to allow pupils to be integrated into the unit. On entry, pupils show broadly average levels of attainment, as they progress through the stepping stones towards the goals. They make good progress in all six areas of learning, especially in personal and social development, communication, language and literacy, and mathematical development.
70. All children, including those with special educational needs, have a rich play based curriculum, through which the basic skills are taught. This provides a solid basis for their learning. Progress throughout the Foundation Stage is good with most pupils able to reach the early learning goals. Some exceed the national expectation and are able to make a smooth transition on to the National Curriculum, towards the end of the Reception Year. There are currently 19 part time and 13 full time pupils working with three qualified practitioners. Additional adults are effectively used to support learning. The staffing ratio enables all pupils to enjoy a high level of interaction, supervision and care.
71. Teaching across the Foundation Stage is very good. All staff work together to plan clear learning intentions and a sensible balance of adult directed and pupil initiated learning. There is a broad range of planned and spontaneous opportunities both indoor and outdoors to engage children's interests. The basic skills of literacy and numeracy are taught during daily group sessions, where some part-time children work alongside their peers in preparation for full time admission. Tasks are interactive and well matched to children's prior attainment. The practitioners foster a supportive and inclusive ethos. Their high expectations ensure that children help each other, work together and exchange ideas. There is a consistent approach to the organisation and management of children to ensure that they have access to appropriate learning opportunities, for example some younger children play musical games with an adult, while others sing together in the hall or attend collective worship. All children join together for some sessions for dance, drama or physical activities. Outdoor play is available each morning for up to twelve children at any one time, due to the limitation of space. Afternoon sessions are not currently available, with less available adults. The school may need to reconsider staffing levels to ensure regular access to outdoor provision.

72. Observations of part time children are undertaken by practitioners, on entry, linked to their personal and social development. Regular baseline assessments of literacy and numeracy skills are made to track individual progress throughout the Foundation Stage. This is a rigorous process which is recorded and supported by samples of work. This will ensure that the new 'Profile' can be completed at the end of the Reception Year (first statutory year in 2003).
73. The unit has a good range of quality resources which are offered to children in well organised areas, such as workshops, home corner, shop, computer, book and snack areas. Accommodation is good with accessible toilets and easy access for parents. A fenced outdoor space is rather limited to hard surface areas, although the school grounds provide a rich source of grassed and planted area. Home visits are undertaken prior to admission and parents are welcome to visit the unit. There is a range of information to parents about routines and written reports in July give a clear overview of learning of each child.
74. The teamwork of all the staff is a key factor in the good leadership and management of the co-ordinator. She has a clear role in monitoring the foundation stage policies and provision, and the progress made in learning. A recent LEA audit suggested that the overall provision was good and that further areas for development should be considered. The co-ordinator has responded through reflection and devised an action plan to address some of these issues. In response to recent training, the team are preparing to develop their observation skills to assist in the target setting process for reading, writing and mathematics.

Personal, social and emotional development

75. This area of learning is strongly fostered from the time children enter the setting. They are interested and involved during their activities and demonstrate a high level of confidence to try out new opportunities, for example when handling spaghetti or corn flour and then describing their feelings. They understand the values and routines of the setting where the majority of children are very secure and confident.
76. The reception children can maintain attention and concentrate during group sessions and show sustained listening skills when hearing a story. They enjoy working together as a group or with their 'talking partners' taking turns to speak and listen to each other. Relationships are extremely good between adults and children; they have fun reading a shared book together. The younger children are already showing good social skills, often ably assisted by others. They put on their coats for outdoor play and hang them up again in the cloakroom. The children show a great awareness of others, moving carefully between members of the group. Each child is encouraged to build up their personal and social skills, which are recognised with an 'I can do' petal on their flower. The full time and some part time children attend the infant collective worship with interest. Most children are on course to achieve the early learning goals for this aspect of development and several will exceed these goals before the end of the Reception Year.

Communication, language and literacy

77. The basic skills are taught on a daily basis for all the children in two groups during carpet time. They are encouraged to join in rhymes, talk about experiences and describe ideas to others. Many children can speak with confidence, whilst showing awareness of the listeners. There is a clear emphasis on teaching letter sounds through the use of glove puppets and real objects. Children are encouraged to learn the key words for reading which are checked on a regular basis and supported by parents at home. Children are encouraged to 'have a go' at writing in a variety of ways, forming their letters correctly and they are confident to spell simple words such as big, dog using their phonic knowledge. The most able children can write short sentences using capital letters and full stops to create their own stories. The use of a 'special writing book' records their progress.
78. The unit has a rich variety of language and literacy stimuli to foster children's independent learning, such as book areas, mark making and discovery tables. The use of computers to engage children in reading and writing activities is a prominent feature. The use of a digital camera enables children to take their own photographs, install them on screen and write short sentences underneath. By the end of the Foundation Stage most children are on track to reach the Early Learning Goals, and several will exceed them. The youngest children participate in literacy activities, wherever appropriate, although the amount of time for sitting and listening could be reduced. There is a very sensitive approach to working with less able children, especially those with special needs, where additional support is provided through funding to the school.

Mathematical development

79. This area of learning is supported by very good teaching on a daily basis in planned sessions and through a range of practical activities such as counting forwards and backwards to 20, and sorting and using money in the 'flower shop', outdoor play counting bricks and measuring teddy bears. Children are asked to count each other during registration time and many children can count well beyond 20. They recognise and write numerals 0 -9 and some children can work with larger numbers, especially in computer games. The full time children are able to sequence numbers to 20 identifying the missing ones, whereas the part time children are working on numbers to 10. The planning for numeracy offers opportunities for more able children to work at their own level.
80. During group sessions, children are encouraged to use mathematical language such as more, less, taller, smaller, bigger, full and empty. For example, with a focus on the story of *The Three Bears*, children compare their size by drawing, measuring and using the language to describe their bear to others in the group. Outdoor provision encourages children to use measures and record their findings on clipboards. Overall attainment is above that expected for children of this age.

Knowledge and understanding of the world

81. Children learn about the world in a wide variety of ways. During discussion time, children talk about what a flower needs to grow and observe an experiment to colour the petals using food dye in the water. They can name the parts of a flower and predict what might happen on the following day. The water tray contains different materials to touch and describe such as pebbles and shells; the sand tray contains compost and plants to pot and the discovery table offers a range of ideas for exploration. Children have grown cress seeds to make sandwiches and planted bean seeds in order to observe their growth in a diary. The role play area of the Flower Shop supports their learning through speaking, listening, writing and handling money.
82. Children enjoy the opportunity to use the three computers in the unit. They are able to control the 'mouse' to manipulate objects using an exciting program *Peter Rabbit's Number Garden*. They are using their skills to write stories on the computer and read the 'talking books'. All children benefit from some direct teaching in small groups and from the very good opportunities to explore and initiate their own learning. Most children are likely to achieve the goals

Physical development

83. Children benefit from the use of the hall for planned lessons and also have opportunities to develop physical skills using large play equipment outdoors. There is good provision for outdoor play including a wooden house for role play, dressing up clothes, riding toys, bouncing balls, and a slide. Although outdoors sessions are planned daily, weather permitting, children do not have access during the afternoons. This reduces their opportunity to select large play equipment as required. Indoors, the children handle a range of tools with safety, such as scissors, paint brushes and mark making materials. They can use a knife to spread butter on bread to make cress sandwiches, under adult supervision. They can manipulate clay and corn flour, complete jig saw puzzles and use the 'mouse' to control the cursors on the computer screen. During a dance session in the hall, all children can move with control to Indian music, using a high level of body awareness to create spiky shapes. They are able to listen and respond to music and co-ordinate their imaginative ideas. They are beginning to interpret 'moods' using a wrist bell to enhance their performance. Some children are beginning to comment on their own and others level of performance. Attainment is typical of children of this age but all are making very good progress.

Creative development

84. The workshop area provides regular opportunities to construct, paint, cut and glue. Children select freely from the resources available and use their own ideas to create models. They talk to adults about what they are doing and respond to questions. Children enjoy drawing from real life objects such as flowers and can use ready mixed paint to interpret their observations. They explore colour, texture and shape whilst playing in the sand tray, where the contents are regularly changed to maintain interest. During a group music session, children can select their favourite instrument and demonstrate how to tap or shake it. They

enjoy singing together from a range of known songs. The reception children join with Key Stage 1 for singing and hymn practice. During an excellent dance lesson children can express their feelings and preferences in an imaginative way. The sessions observed together with evidence of displayed work, show that planned and spontaneous activities enable all children to make good progress and achieve the early learning goals by the end of the Reception Year. Several children will exceed the national expectations.

ENGLISH

85. Overall standards of attainment in the year 2002 national assessments for seven-year-olds were above national average in reading and writing and in line when compared to similar schools. Pupils attain very well in reading with results well above national averages particularly at Level 3. There are no significant differences between the performance of boys and girls, however in comparison with national results boys exceed boys nationally by a greater margin than the girls. Due to reorganisation this will be the first year the school has a cohort of Year 6 pupils. Therefore there is no comparative data. However, work seen during lessons and from a scrutiny of work suggests that the current Year 6 cohort are on line to achieve good results in the 2003 national assessments for eleven-year-olds, with the majority of pupils attaining at least expected levels and many above this.
86. Pupils in Year 1 make good progress in reading. Additional support and a focus upon teaching letter sounds to help pupils identify new and unfamiliar words is having a significant impact upon achievement in reading and many pupils are already achieving the expected levels for the end of Year 1. Pupils in Year 2 continue to make at least satisfactory progress however standards overall are broadly in line by the end of the infants, based on the current wide range of abilities within the class. Progress is good overall across the juniors and by Year 6 pupils are attaining standards that are above national expectations. The good progress made by pupils is due to the consistently high quality teaching, high expectations of what pupils can achieve and the teachers' confidence in teaching literacy. Pupils with special educational needs make very good progress due to the additional support they receive. Teachers are responding well to the additional support, and the good range of programmes being implemented by the school, including the National framework for Literacy. In the infants, pupils are good listeners and they are confident in speaking and asking questions. By the age of seven they use a range of vocabulary effectively to explain and express themselves to others.
87. By the age of seven, approximately two thirds of pupils read with accuracy but only the most able confidently discuss the plot and characters of the stories they have read in any detail. Good progress is being made in lessons in the infants, supported by the introduction of effective strategies to improve pupils' knowledge of letter sounds. They use a range of strategies to read new and unfamiliar words. They are developing confidence and fluency in their reading in school and for many, this is supported at home. Handwriting is of good quality and many pupils are beginning to use a legible, joined-up style by the end of Year 2. Most pupils can use basic punctuation correctly. Pupils can write to convey meaning and they know the difference between fiction and non-fiction. Many are beginning to write

about events and visits they have experienced. Pupils can write retellings of familiar stories, sequencing events and using appropriate vocabulary.

88. By the end of the juniors pupils show considerable progress and are achieving well in all aspects of English. Most use Standard English effectively and are confident and fluent speakers who know how to use vocabulary to best effect. They are all aware of the need to consider the needs of the audience in their choice of vocabulary and they present information well. Most are also good listeners, following instructions well. They are good at questioning the ideas of others in a mature manner, for example in their discussions and debates on issues relating to the rights and wrongs of fox hunting.
89. By the age of eleven, pupils are also reading with appropriate confidence. Even those identified as lower attainers read with general accuracy. They read fiction and non-fiction and most find information from a text to answer questions. Many pupils are able to scan a text to quickly locate the information they need. All use an appropriate range of strategies to identify unknown words. Pupils read with expression and interest and many read at home. Many pupils know how to find and make use of information from non-fiction books and use the library and the Internet to locate information. They can take appropriate notes to inform future work.
90. Writing produced by the older juniors indicates that pupils have made good progress. Pupils write at length and their extended writing is well sequenced and demonstrates an interesting development of ideas. A Year 5 lesson focused on developing a story based on a myth. Pupils had developed the beginning of the story and characters in a previous lesson and concentrated on the main part of the story. The teacher modelled shared writing to illustrate the use of description and detail. Pupils shared ideas and offered suggestions to improve the text. In Year 4 pupils developed the characters of the Hobbit, dwarves and elves. Drama was used to good effect to stimulate discussion and description about the characters. Pupils make good use of punctuation and are able to write in a variety of styles. There are also good examples of drafting and redrafting work in order to improve the quality. Pupils have a developing sense of writing for a range of audiences and the use of appropriate language. In a Year 6 lesson pupils are able to outline how an argument is constructed and the use of persuasive language when considering the use of mobile phones. Handwriting is good and this is generally sustained across other subjects. Pupils have a range of strategies to improve their spelling and these are consistently applied.
91. The quality of teaching and learning is good overall. During the inspection it ranged from good to excellent. Teachers know how to develop pupils' speech, reading and writing skills and are confident in the implementation of the National Literacy Strategy. Lessons are well prepared and planned to meet the needs of all pupils. The needs of pupils with special educational needs are met effectively through implementation of good individual educational plans. Work is matched to the needs of pupils, however occasionally opportunities are lost for more able pupils to make choices in how they respond and present their work. Teachers manage pupils and organise activities very effectively, good resources, often made by teachers, are used well to support learning. Teachers mark work conscientiously and good feedback is given to pupils to help them improve their work. Homework is provided

and gives good support in reinforcing work undertaken in class. Very good support is provided by support assistants and through the additional literacy support provided for the least able. Opportunities are provided for pupils to use their literacy skills across other subjects.

92. The management of the subject is good. The co-ordinator has been instrumental in successfully implementing and embedding the National Literacy Strategy. Teachers are well supported and resources are well organised. Support materials such as Progression in Phonics, Grammar for Writing and Spelling Bank are used effectively. All classrooms have displays to support learning in English. Planning is monitored well to ensure consistency and coverage of the framework. Formal assessments in writing are carried out twice yearly and these form a record of achievement for each pupil. Pupil progress is tracked very effectively across the school and this is used to inform the target setting process. Pupils' work is marked regularly and consistently to the agreed policy.

MATHEMATICS

93. The overall quality of provision for mathematics and the development of numeracy in the school is good.
94. The attainment of pupils is broadly in line to meet the standards expected nationally for pupils by the end of Year 2. This is lower than the standards achieved in the national tasks and tests in 2002 when more pupils attained standards above the average Level 2 than seen nationally and results were in line with the national average when compared to similar schools. Evidence from the inspection indicates there are fewer higher attaining pupils currently in Year 2 and the drop in standards is the result of the previous lower attainment of the cohort. All groups of pupils are making good progress in the Infants including those with special educational needs.
95. There is no national comparative data available for the juniors and it is not possible to make a judgement on the standards in mathematics in national tests and assessments over time.
96. Evidence from the inspection indicates that the attainment of pupils is on course to exceed the standards expected nationally for pupils at the end of Year 6. A significant number of pupils achieve higher than average standards. All groups of pupils, including those with special needs, make good progress, with very good progress being made by pupils in Year 5 and Year 6. The schools sets challenging targets for mathematics for all year groups. Evidence suggests that the targets for pupils in 2003 are likely to be attained.
97. In Year 1 pupils count confidently backwards and forwards in twos, fives and tens and are beginning to tell the time in hours and half hours using both analogue and digital clocks. They recognise 2D and 3D shapes and complete practical measuring, weighing and data collection activities. In Year 2 they confidently write numbers up to a hundred in words and figures and more able pupils create number patterns by counting on in fives from any number. They write sums accurately using correct notation and complete sums with numbers up to ten mentally. In lessons pupils enjoy problem solving activities involving

finding patterns in numbers and they use appropriate mathematical vocabulary to answer questions. Some good links are made to applying numeracy skills in other subjects, for example collecting information to make charts for science.

98. By Year 4 pupils confidently multiply numbers by 10 and 100, are able to round numbers to the nearest 10 and 100 and write numbers up to ten thousand using words and numerals. Pupils use a range of mental strategies to add, subtract, multiply and divide two digit numbers and they complete sums using standard notation. Work on the properties of shapes continues in Year 5 with pupils investigating lines of symmetry and reflective symmetry supported by a well chosen computer program. Pupils find the perimeter and area of a range of shapes, make comparisons between imperial and metric units, understand the equivalence of fractions and decimals and can use negative numbers. By Year 6 pupils estimate angles accurately and recognise acute and obtuse angles. They calculate the angles in a triangle and in a circle and use this knowledge to work out unknown angles in more complex shapes. They multiply and divide decimals and use co-ordinates in four quadrants. They explain mathematical problems clearly using correct terminology and use a variety of strategies to solve problems. A range of methods of displaying data is explored, including using a spreadsheet to record findings, create graphs and charts. Spreadsheets are also used confidently to support work in science and in design and technology.
99. Learning assistants are used very effectively to provide targeted support for pupils in mathematics. In the infants pupils with special needs are given very good support in lessons by learning assistants working with small groups. Groups of pupils from Years 2 to 6 use a computer program for regular practise of their mathematical skills before school and at lunch time, supported by a learning assistant who co-ordinates their progress with the class teacher. Learning assistants effectively deliver targeted support to small groups of pupils in Years 3 and 4 following a national programme. One pupil with more specific learning needs is effectively included in mathematics lessons supported by a learning assistant.
100. The quality of teaching is consistently good in the infants and very good in the juniors. The effective implementation of the National Numeracy Strategy is having a very positive effect on pupils' progress in mathematics. Lessons are planned thoroughly with clear objectives following the framework provided for the numeracy strategy and pupils understand clearly what they have to do. Regular daily practise of mental mathematics ensures quick recall of essential number facts and mathematical vocabulary. Lessons are delivered in a way which involves pupils in interactive activities and encourages them to talk about their mathematics and investigate problems. This is supported by effective questioning by teachers which challenges pupils to explain and think of different ways of solving problems. Teachers have high expectations of their pupils and maintain a good pace in their teaching, building on the previous lessons and using time well. There is a good supply of resources to support lessons. Teaching is planned to meet the needs of all pupils, and makes good use of targeted support by learning assistants and extra support provided outside the classroom ensuring all pupils make progress. The marking policy is consistently applied and is used to give helpful feedback to pupils. The end of lessons are used well to assess what pupils have achieved and to set homework tasks which are used to support and develop the theme of the lesson. Homework is recorded in a book which is shared with parents.

101. The effective teaching means that pupils enjoy their mathematics lessons. Behaviour is rarely less than good and often very good or excellent. Pupils respond well to the challenging activities and the opportunity to investigate problems in pairs and groups. Confidence is built through giving praise. Where behaviour problems do arise, the unobtrusive use of the behaviour policy manages this well. Pupils enjoy mathematics and are actively involved in lessons.
102. Information and communication technology is beginning to be used well to support mathematics teaching but there are insufficient resources for it to be used by all teachers. Opportunities for pupils to use computers to support their work in mathematics are being developed but are not yet built into the planning of all teachers.
103. The subject is very effectively led and managed and good support is provided for staff, which contributes to high quality teaching. The co-ordinator has correctly identified the current areas for development in the subject and the mathematics action plan is used to guide future support. The school has a very thorough system for collecting and analysing information on the progress of pupils through twice yearly formal assessments and the results of national tests. This process is used effectively to provide support for the least able and those pupils not making the progress that might be expected of them. The regular analysis of the information collected ensures the co-ordinator has a clear overview of standards in the subject. She is able to monitor the effectiveness of the support, for example by analysing the results of pupils who have worked on the computer program. The effective use of this information to check pupils' progress and to set challenging targets for the future is contributing significantly to the high standards seen

SCIENCE

104. During this inspection it was possible to observe five lessons in science. The current and past work of pupils in all year groups was scrutinised in detail. A discussion was held with the science co-ordinator and the science resources reviewed.
105. Overall, standards in science are well above average.
106. By the end of the infants, pupils are attaining standards which are above those normally expected for seven-year-olds. In the 2002 teacher assessments standards were close to the national average for the percentage of pupils attaining the expected Level 2 and the higher Level 3. Standards were similar to those found in similar schools.
107. From a scrutiny of pupils' work inspectors judge that current attainment is above the nationally expected level. Pupils in Year 2 for example were able to plan and carry out an experiment to investigate the forces on a toy car travelling down a ramp and explain that the car will travel further the steeper the ramp is positioned. Their written work showed obvious interest and enjoyment in this activity and showed an early understanding of what is needed for a test to be fair.

108. Overall, pupils are making good progress in all aspects of science. Pupils with special educational needs make very good progress through the very effective support that they receive. All pupils are given access to the full range of experiences in science lessons.
109. By the end of the juniors, pupils are attaining standards which are well above those found nationally. In lessons and from a scrutiny of pupils' past and present work inspectors judge that pupils are currently on course to attain standards well above those typically found. In particular higher attaining pupils are being challenged to attain the very high standards of which they are capable. Pupils are attaining similar standards in all four aspects of the science curriculum. For example pupils in Year 6 were able to explain that when no more sugar will dissolve in a beaker of water the solution is saturated. They were also able to carry out experiments to determine the rate at which sugar dissolves under different conditions. The information they collect shows that they understand the nature of a fair test and the need to have just two variables. They confidently use information and communication technology to record and present their results. In another lesson Year 5 pupils were able to devise an experiment to explore the rate of evaporation of water. They had a reasonable grasp of what happens when liquids evaporate at a particle level and they understood the need for a fair test and also made predictions as to the outcome of their experiment.
110. Overall, pupils are making good progress as they move through the juniors. Progress accelerates further in Year 5 and 6. Pupils with special educational needs make very good progress, achieving average standards in some aspects of science, through the well targeted work they are given to do.
111. Overall the quality of science teaching is very good. The teaching seen was always consistently good or very good. Teachers have very secure subject knowledge and use a variety of teaching methods which promote good science learning and so pupils make good progress. In the best lessons teachers encourage pupils to investigate thoroughly and to be confident in identifying conclusions from their practical work. There was evidence in pupils' books that teachers are using homework to further develop pupils' knowledge and understanding. There was evidence of pupils in Year 2 developing their research skills.
112. Pupils clearly enjoy their science lessons. They work hard and concentrate well. They are developing the ability to work well in-groups as well as beginning to research information for themselves. Pupils are given the opportunity to consider the importance and the relevance of science to their lives and its impact on them.
113. Overall the subject is well managed and there are sufficient science resources to enable teachers to plan and deliver practical science for their pupils, which makes a positive contribution to pupils' learning and progress. The co-ordinator has begun to monitor teachers' planning and the monitoring of teaching and pupils' work is planned.

ART AND DESIGN

114. Standards in art and design are broadly in line with those expected for pupils by the end of both the infants and juniors. The school has responded to the national focus upon literacy and numeracy through the implementation of the national strategies and this has increased the time and focus given to these subjects but has also reduced the emphasis on art and design. The school follows the QCA scheme of work for art and acknowledges the need to revise this against the National Curriculum programmes of study to ensure continuity and progression in skills development across the subject.
115. By the age of seven pupils paint and draw things they see from first hand experience for example self portraits in paint, pastel and pencil, and paper weaving linked to a study of materials. Pupils use the computers to produce pictures using the programs Dazzle and Paint Box However, there is little evidence of work from imagination or of reference to the work of other artists.
116. Progress is satisfactory through the juniors. Pupils have good skills in some areas. They make sculptures using various materials, pastels to produce sketches of Newstead Abbey, portraits in pastels and pencil and studies of two people linked to a unit based on relationships. In Years 3 and 4, pupils show a good understanding of pattern and replicate this in their work, gradually building up more complex and repeating patterns in the style of William Morris. Pupils in Year 6 studying printing, develop their ideas from close observational drawings of a leaf. They experiment with a range of printing techniques and produce a simple print block of a leaf to eventually print on fabric. There is limited evidence throughout school of the use of paint, the development of colour mixing, and brush techniques leading to picture composition. Pupils have limited opportunities to make choices in the selection and use of materials and media to develop their own ideas.
117. In the lesson seen during the inspection the quality of teaching was good. The teacher had suitable knowledge and explained the art techniques well. Lessons are carefully planned and organised. Pupils have positive attitudes and concentrate well on the task in hand. They share ideas with their peers and try to improve their work. Interest is maintained in lessons and pupils work productively.
118. Art and design are taught well, however it is the limited time for the art and design curriculum that restricts pupils making more progress over time. As a consequence not all skills and techniques are taught systematically. The co-ordinator has a good understanding of these issues and plans to work with staff to look at progress and improve teachers' skills of assessment in the subject and develop a greater consensus on the progression of skills and techniques taught. The co-ordinator is already developing a programme of visiting artists to enrich pupils' experiences. Pupils have the opportunity to attend an art club.

DESIGN AND TECHNOLOGY

119. Owing to timetable constraints, it was not possible to observe any lessons in design and technology. Judgements about the subject are therefore based on looking at samples of

work and talking to pupils in Years 2 and 6. Further information was obtained from the co-ordinator about her role.

120. An analysis of work and displays in school shows that attainment is in line with national expectations. Learning is satisfactory for all pupils including those with special educational needs. The school has a planned scheme of work to deliver the skills for designing and making. In the Foundation Stage pupils make box models, construct with bricks and use a range of tools and materials. In Year 2, pupils can make wind up toys, such as Incy Wincy spider and explain how the mechanism works. They are able to talk about the tools used and describe the process of making their product. In Year 5, pupils design and make a moveable buggy using a wooden frame to support the axles, battery and motor. They are able to use a wide range of tools such as drills, saws and rulers for accurate measurement. They can suggest changes to improve their design to strengthen its structure and stability. In Year 6 pupils can reconstruct a paper pattern from a Tudor character sketch, generating their own ideas for selecting materials and decorating clothes.
121. The recently appointed co-ordinator has very good subject knowledge which she uses to support colleagues. The subject action plan has a high priority for the school, where staff training has identified a more coherent approach to the teaching of knowledge and skills in two day units. The co-ordinator is providing good leadership in this development. Resources are satisfactory with a wide range of expendable materials accessible. Three trolleys, purchased by parents provide mobile opportunities for wood working, food technology and textiles. There is some shortage of basic tools, such as saws and drills when required for class projects. The school has some very good demonstration boards for pulleys, levers and cams. Overall the standards in design and technology are satisfactory.

GEOGRAPHY

122. No teaching of geography was seen during the inspection so evidence is based on a scrutiny of pupils work and displays, discussion with pupils and the subject co-ordinator.
123. Standards are broadly in line with those expected nationally by the end of both infants and juniors. Recorded work in pupils' books shows satisfactory coverage of the breadth of the geography curriculum and progress by all groups of pupils including those with special educational needs. There is insufficient evidence to make a judgement on the quality of teaching.
124. Pupils in Year 1 study the immediate locality by looking at their route to school; they draw a simple map and identify features which change over time. Later they consider ways of making the local area safer. Pupils in Year 2 make comparisons between the life and culture of their home town and people living in St Lucia through books, photographs and videos. A display in Year 1 shows pupils following the adventures of Barnaby Bear, plotting his travels on a map and recording descriptions of different places. Later they compare their home town to life in a seaside resort. Children are developing a sense of the differences between their home and contrasting localities both in this country and abroad.

125. Satisfactory progress in the infants continues in the juniors. In Year 3 and 4 pupils learn the skills of drawing plans of the classroom and the school including using keys and drawing to scale. They study their immediate locality and consider what improvement they can make to the local area. A display in Year 4 illustrates how the school environment has changed with the new school building. Work by pupils in Years 3 and 4 on protecting the environment has now involved the whole school in a recycling project. Pupils in the lower juniors study rivers as part of work on Egypt and study Kenya as an economically developing country. In Year 5 pupils develop their understanding of maps and compasses, learning how to use four figure grid references and this is developed further in Year 6 through a study of atlas skills. Pupils in Year 5 undertake fieldwork on rivers and in Year 6 pupils study a coastal region on a residential visit.
126. Pupils' work in the juniors shows satisfactory progress in their study of a range of localities both at home and abroad. In the discussion with pupils they were able to describe some features of different localities and they spoke enthusiastically about their field trips. However their discussion lacked any depth of understanding of geographical issues other than the pupils in Year 3 who spoke enthusiastically about the recycling project, showing an understanding of the effects of rubbish on the environment. Geography is currently taught in termly blocks which alternate with history and was not the current focus in most classes during the inspection. This means of organisation may not allow sufficient time for pupils to develop the depth of knowledge and understanding across all aspects of the subject.
127. The co-ordinator is very knowledgeable about the subject and has a good overview of its delivery across the school from her monitoring of planning and pupils' work. A whole school audit of resources has identified the need to ensure Years 5 and 6 have sufficient resources. Assessment criteria for each unit of work is included in the planning and all teachers record what each pupil 'can do' at the end of a unit of work. Good use is made of the immediate locality, field trips and residential visits to support the subject. There was no evidence of pupils' use of information and communication technology to support work in geography. This is identified as an area for development.

HISTORY

128. Evidence from observation of three lessons, a scrutiny of pupils' work and displays, discussion with pupils and the subject co-ordinator indicates that by the end of both infants and juniors pupils are on course to meet the standards expected nationally. Teaching is good across the school with some excellent teaching seen in one lesson. Work in pupils' books and discussion with pupils shows there is satisfactory coverage of the history curriculum and good progress by all groups of pupils including those with special educational needs.
129. In the infants pupils are encouraged to look at how life has changed over time by making comparisons between old and new toys and how houses have changed, including those in the vicinity of the school. In Year 1 pupils describe some differences between old and new teddy bears, making inferences from differences in their appearance and in the materials from which they are made. Pupils in Year 2 describe features that make houses look old

and describe differences in kitchens and in the way clothes are washed. Pupils also find out how holidays at the seaside have changed. In the infants pupils are introduced to some famous people and events from history including the fire of London and the life of Florence Nightingale. Timelines and other displays in the classroom help children develop a sense of the passage of time.

130. In the juniors pupils develop a greater understanding of chronology through the study of a range of historical periods. Pupils in Year 3 and 4 learn about life in Victorian times and Year 4 pupils talk knowledgeably about the Victorian period and their recent visit to a Victorian house. Pupils in Years 4 and 5 are able to discuss work previously covered on Ancient Greece, Ancient Egypt and the Vikings although they are not sure of the chronology of these events. Pupils in Year 6 have a good understanding of the life of Henry VIII and are able to describe some difference between life in Tudor times and life in Victorian times. They give reasons for Henry's decision to split from the Catholic Church and the effect this had on his children. They use a variety of sources of evidence to find out about the life on a Tudor ship and describe some of the ways we find evidence about times past and why that evidence might be biased.
131. In one excellent lesson in Year 3, pupils' response to an activity where they took the role of Victorian school children was exemplary. They were able to give thoughtful answers to how it made them feel; "I got frightened when someone else got told off that I would get into trouble and that stopped me working" and "It was worse wearing the dunce's hat than getting the cane because everyone could see me". They drew on what they knew about Victorian life when comparing the Victorian school rules to their own class rules; for example that pupils would not find it as easy to have clean clothes in Victorian times because of the lack of clean water. Teaching in this lesson made a valuable contribution to pupils' spiritual, moral, social and personal development.
132. In a lesson in Year 6 pupils were provided with opportunities to work in pairs, to select their own criteria for research into life on Tudor ships and then selected the evidence from several sources of information. They compared the information from different sources and in an effective plenary to the lesson were encouraged to make inferences from the information, for example about how healthy the sailors would be from their knowledge of their diets.
133. Teaching in history is good throughout the school and provides pupils with a range of opportunities to develop their historical knowledge and understanding. Historical displays in the classroom are used effectively to enhance the subject and teachers make good use of visits to local historical sites and visitors to school to enhance pupils' understanding and enjoyment of the subject. Pupils' behaviour and response in lessons is good or better as they are interested and involved in the subject.
134. The co-ordinator has a good overview of the subject as a result of monitoring the planning and the recent audit. She is aware of the areas for development, including time constraints on the subject, and an appropriate action plan to address these issues is in place. Assessment of historical understanding is built into units of work but is not yet being used consistently by all teachers. During the inspection no evidence of pupils using Information

and communication technology to support their work in history was seen. This is identified as an area for development.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Three lessons of information and communication technology were observed in Years 3 to 6 and one lesson in Year 2 during the inspection. In addition a wide range of evidence of pupils' work was scrutinised and the use of computers to support learning in other lessons and supporting pupils with special educational needs.
136. Overall, pupils are attaining standards close to those typically found by the end of both Years 2 and 6. Pupils in Year 2 are able to produce word-processed stories with the addition of pictures as illustrations. They show good mouse control and use the shape control to make a picture and such work supports their work in art. Pupils in Year 3 were able to correct a word-processed piece with capital letters and punctuation marks. Pupils in Year 5 are developing their skills in using databases and show a good understanding of the type of questions needed to gather data. Pupils in Year 6 used a spreadsheet to record their results from a science experiment and then presented them as a line graph. There was some evidence to indicate that older pupils are beginning to gather information from a range of sources to support their learning in other subjects.
137. In the four lessons observed inspectors judged the teaching to be consistently good or better. The teachers showed good subject knowledge and planned lessons to progressively develop pupils' knowledge and skills. Teachers are ready to plan specific lessons where skills are needed to support learning in other subjects, for example in the Year 6 lesson where pupils used a spread sheet to present their science results. Such lessons have only been taking place since the suite of computers was established about a year ago. Lessons are delivered at brisk pace and make the maximum use of the time available. Pupils respond well to their information and communication technology lessons and confidently use the skills and knowledge learned to support their learning in the other subjects of the curriculum. A number of pupils use the computers to support their learning at other times, particularly developing their mathematical skills using special software. Such learning takes place before school and at lunchtime as well in lesson time supported by knowledgeable teaching assistants.
138. There are good resources for information and communication technology and adequate resources overall. The recent additional computers and the specialist teaching are already having an impact on raising standards. Standards are judged to have improved over the last two years.
139. The recently appointed co-ordinator has established a clear development plan which is intended to enable standards to continue to develop and the school improvement plan identifies the monitoring of teaching and learning in information and communication technology as a future priority.

MUSIC

140. Standards are above those expected nationally at the end of both the infants and juniors.
141. The quality of pupils' singing is good and they achieve well. In whole school singing sessions they sing tunefully and maintain the melody well. They have been well taught and pay close attention to the rhythm of the songs they sing. Pupils make good progress in singing. Pupils across school generally show an interest and enjoyment in singing and this is well nurtured by the highly skilled co-ordinator who encourages pupils and sets high standards through her work in leading singing with the whole school and also with the choirs. Younger pupils choose to be part of the choir and are able to perform songs paying attention to phrasing, expression, pitch and tone. In other aspects of the work younger pupils are developing a good understanding of rhythm and this is developed well with older pupils. Year 3 pupils are able to repeat rhythmic patterns and perform a repeated pattern to a rap version of Please Mr. Noah. They could follow and respond to symbolic notation to accurately perform each animal in turn. Year 5 pupils are able to analyse The Cat's Song and identify melody patterns. They demonstrate good pitch, tone and rhythm and skilfully use percussion instruments to accompany the song. Although a range of instruments are available and these are of good quality, the school needs to improve the quantity to enable a full class to practise ideas for themselves.
142. Pupils listen attentively and recall sounds with developing aural memory. Opportunities are given for pupils to appraise each other's performance and offer suggestion for improvement.
143. The quality of teaching observed is good overall with some very good features. Teachers are secure in their knowledge of the subject and have high expectations of pupils. The school has recently introduced a new scheme of work to support the teaching of music across the school and guide progress through the school. The scheme offers good guidance in the teaching of music particularly for the non – specialist, and was used well in the lessons observed. It covers all aspects of the National Curriculum programmes of study and offers a good range of stimulating and effective activities with supporting musical resources. The co-ordinator plans to evaluate the implementation of the scheme at the end of the year, and further develop the use of assessment in the subject.
144. There is a good range of quality percussion instruments, including some from other cultures. A very good range of extra music activities is provided and well supported by pupils, including various choirs, and tuition on guitars, flutes, clarinet and keyboards. Pupils have the opportunity to learn the recorder and be part of the Rap Club.
145. The range of opportunities for learning and performing music is extensive. Groups and individuals participate in the local arts festival and regularly perform in school concerts. Recently the school took part in workshops with professionals and performed an opera, The Intergalactic Magic Flute at the Palace Theatre, in one day. Music is linked effectively to dance and drama and there are partnership activities with other schools. The school is currently awaiting assessment for the ArtsMark Gold Award. The co-ordinators enthusiasm and expertise in the subject, the support for colleagues and from colleagues and the commitment from pupils, all contribute to making music a strength of the school.

PHYSICAL EDUCATION

146. It was only possible for inspectors to observe three lessons of physical education in both the infants and juniors during the inspection. Pupils were also observed at general play at lunchtime and in the after school football club and dance club as part of the after school provision.
147. Overall standards in physical education are similar to those typically found in the infants and above average for older pupils in the juniors. Pupils show developing body control where activities are designed to develop both balance and movement. Older pupils in the juniors develop their sense of rhythmic movement and balance working in pairs to produce sequences of movements. Generally ball skills are developing well and most pupils; both boys and girls demonstrate good football control skills by the end of the juniors. Overall fitness levels are good and pupils clearly benefit from the physical exercise. Swimming standards are higher than average. Junior pupils, mainly girls, show good skills in developing dance movements at the after school dance club led by a student from a local high school.
148. Overall, the quality of teaching is good. Teaching seen was always at least satisfactory and mostly good and very good. Teachers have secure subject knowledge and pay appropriate attention to health and safety with clear warm up and warm down routines. Lessons usually proceed at a good pace. When appropriate teachers make good use of pupil demonstrations and encourage them to assess each other's work and offer ideas for improvement. Pupils respond well to their lessons working hard and making clear progress in body control during the lessons seen. The integration of pupils with special needs is very good with teaching assistants providing very effective support for individuals within lessons.
149. The planned curriculum covers all aspects of the national physical education programme. The school makes good use of outside organisations to provide specific skill coaching, such as Nottinghamshire County Cricket Club. The hall provides a very good resource for indoor activities and the larger than usual playing field areas are used for a range of outdoor games. There are good resources for a wide range of sporting and gymnastic activity.
150. The school takes part in a range of competitive games in many sports with other schools, for example, in area football and basketball tournaments.

RELIGIOUS EDUCATION

151. Evidence from observation of two lessons, a scrutiny of pupils' work and displays, discussion with pupils and the subject co-ordinator indicates that by the end of both infants and juniors pupils are on course to meet the standards expected by the locally agreed syllabus. Pupils are making appropriate progress in their knowledge of the major world religions, the cultural traditions of different faiths and are being presented with opportunities to help them learn from the different religions.

152. In the infants pupils are introduced to the main Christian festivals and other faiths through the use of stories, pictures, artefacts and visits to the local church. In Year 2 pupils are able to describe what it means to belong to a community and describe some of the ways they know people belong to groups. They are interested in artefacts of the Sikh faith and can describe how each one represents service to God. Pupils can say how the cross and the fish show that people belong to the Christian faith and know the significance of water in the service of baptism. Pupils listen well in lessons and are able to ask appropriate questions.
153. Satisfactory progress is maintained in the juniors with older pupils gaining knowledge of aspects of different religious rituals and a wider understanding of Christian festivals. Planning ensures they are provided with opportunities to make links between different faiths through studying themes such as ‘What does it mean to belong?’ ‘What signs and symbols are important in religions?’ and ‘How do people express their faith in art?’
154. Pupils in Year 4 describe what they know of the celebration of Divali and can make links between the symbolism of light and its use in Christian worship. In Year 5 pupils describe some of the practices of Islam and relate these to their own experiences. In one lesson in Year 3 pupils explore the events in the Garden of Gethsemane through role play in order to develop their understanding of the Easter story. These pupils show confidence in asking questions and expressing their own thoughts and feelings in relation to religious topics. In the role play their questions, such as the one to Judas Iscariot, “What did you care about most, silver coins or Jesus?” show they are reflecting on issues of a deeper and more spiritual nature. All pupils, including those with special educational needs are included in all elements of religious education. They make appropriate progress through the school.
155. Teaching is satisfactory overall with one very good lesson seen in the juniors, where the teacher’s relationship with the pupils and her high expectations created a calm and reflective atmosphere for learning. Pupils respond very positively to this atmosphere and participate actively in the role play with sensitivity and maturity.
156. All teachers are supported in delivering religious education through the quality of the planning and the provision of resources such as artefacts of the Sikh faith in the Infants. Good use is made of displays to reflect a range of multicultural images around the school. This ensures development of pupils’ understanding of the wider context of religious education. Assessment of religious knowledge and understanding has been introduced but is not yet in use throughout the school.
157. Collective worship and religious education make an important contribution to pupils’ spiritual, moral, social and cultural development in the school.
158. The co-ordinator provides good support for staff in planning religious education and in the provision of resources. A recent audit of the subject means she is aware of the areas for development in the subject and an appropriate action plan to address these issues is in place. Good use is made of links with the local church. Currently the school has not made links with any other faiths that would enable visits or visitors to bring a different perspective into school. No evidence of the use of information and communication technology to

support religious education was seen during the inspection and this is an area for development.