

# INSPECTION REPORT

**INTAKE FARM COMMUNITY SCHOOL**

MANSFIELD

LEA area: NOTTINGHAM

Unique reference number: 133273

Headteacher: Mr G Parsons

Reporting inspector: Mrs Heather Evans  
21374

Dates of inspection: 10 - 13 March 2003

Inspection number: 249032

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 category:	Community
Age range of pupils:	3 to 11 Years
Gender of pupils:	Mixed
School address:	Armstrong Road Mansfield Nottinghamshire
Postcode:	NG19 6JA
Telephone number:	(01623) 625552
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Appropriate authority:	Governing Body
Name of chair of governors:	Cllr E J Milnes
Date of previous inspection:	N/A

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21374	Heather Evans	Registered inspector	Science Design and technology Information and communication technology Physical education Special educational needs Educational inclusion English as an additional language	What sort of school is it? How high are standards? a) 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?
14061	Leonard Shipman	Lay inspector		How high are standards? b) Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
32257	Richard Chalkley	Team inspector	English Geography History Music Religious education	
32168	Ann Keen	Team inspector	Mathematics Art and design 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**

This is a newly designated community school in Mansfield, Nottinghamshire. It was established in September 2001 and this is the first year that there has been a Year 6 class. At the time of the inspection there were 239 pupils on roll, of whom 43 attended part-time in the Nursery class. There are 26 per cent of pupils, above the national average, who claim their entitlement to free school meals. Of the 16 per cent of pupils with an identified special educational need none has a Statement of Special Educational Needs. The main reasons for needing extra help are learning and physical disabilities and autistic tendencies. A number of families live some distance from the school but choose to maintain their links with the school because they have been so pleased with the support provided for their children. On entry to the Nursery, children's attainment, varies but overall attainment as shown by recognised assessment procedures, is below that usually found. Children make steady progress in the Foundation Stage but many of those spending just one term in the Reception class do not attain all of the expected Early Learning Goals by the time they join Year 1. There is one pupil who is learning English as an additional language. The headteacher has been ill for some months and during the inspection the school was led by the deputy headteacher.

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

This is a good school, which is becoming established within the community and which makes good provision for all of its pupils. Standards are good overall, except in mathematics, where they are below national expectations by the end of Year 6. The teaching is predominantly good in all classes, work is becoming increasingly challenging and pupils are expected to work hard. Most pupils concentrate well and persevere in lessons. The governors work closely with the acting headteacher and staff in order to maintain the harmonious and purposeful atmosphere for learning that has already been established. Together they are maintaining the effective pattern for leadership and management that has been an important part of the developing school. The work of the governors and the teaching team supports the work of the pupils well and the school provides good value for money.

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

- Teaching and learning is good overall and is very good in many lessons.
- Pupils' behaviour in lessons is very good.
- The procedures for, and the use made of, assessment are very good.
- Pupils' attitudes to school and their relationships with one another and with adults are very good.
- Pupils' ability to review and evaluate their own completed work and that of others is very good.
- Teachers' enthusiasm and their commitment and capacity to drive forward improvements are good.
- Standards in information and communication technology, music across the school and design and technology in Years 3 to 6 exceed national expectations.

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

- Standards in mathematics across the school.
- Work in writing and the presentation of work in English and other subjects.
- The constructive marking of completed work.
- Attendance is below average and this hampers some pupils' progress.
- The poor condition of the playground inhibits play and adversely affects pupils' behaviour and the veranda roof in the Foundation Stage room leaks very badly.

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

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

There is no data from previous inspections, but as the school has grown from the time of its inception in September 2001, a number of different issues that have arisen as part of the process of change and development have been tackled successfully. The school looks forward to the first time that a Year 6 class will be ready to move on to the next phase of education.

## STANDARDS

This is a new school and there is no table of test results for Year 6 that would normally be published here. There are no comparative scores and no trend in standards to compare with national averages. Inspection evidence indicates that, overall, pupils' achievements are good but standards attained in mathematics across the school are below national expectations. Standards in English are below expectations by the end of Year 2 but are on course to be in line with expectations by the end of Year 6, providing the good attendance seen during the inspection is maintained. Standards in science are on course to reach expected standards at the end of both Years 2 and 6. Attainment levels in information and communication technology and music exceed expectations across the school. In design and technology attainment is in line with expectations at the end of Year 2, but exceeds national expectations by the end of Year 6. In religious education pupils' attainment matches the requirements of the locally agreed syllabus by the end of Years 2 and 6. Attainment in all other subjects is in line with national expectations by the end of Years 2 and 6. Strategies for teaching and learning in numeracy and literacy have been introduced successfully. For those pupils with summer birthdays, who have only one term in the Reception class, additional help is needed to establish their knowledge and understanding of the basic skills that support all of their learning. In language and literacy and in mathematics many children do not attain the Early Learning Goals by the end of their time in the Reception class. Some of these children find work difficult throughout Years 1 and 2 as they work alongside pupils who have had one or two terms longer in full-time education.

## PUPILS' ATTITUDES AND VALUES.

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to school; they are keen to learn and they treat the building and the learning resources with care and respect.
Behaviour, in and out of classrooms	Behaviour is good overall and in lessons it is very good. This is because of the behaviour policy being consistently well applied. During playtimes it is sometimes rather boisterous.
Personal development and relationships	Relationships are very good; pupils demonstrate a clear understanding of the feelings of others. They demonstrate good personal initiative and care for one another. Increasingly pupils are starting to take pride in their work.
Attendance	Attendance is unsatisfactory and is below that in most schools nationally. This is caused by the excessive absence of a very small number of pupils.

## TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	Aged 5-7 years	Aged 7-11 years
Lessons seen overall	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.*

The quality of teaching is almost always at least good and more than four in ten of the lessons seen were judged to be very good or better with three lessons judged to be excellent. It is particularly good in Years 3 to 6 where pupils are very ready to work and learn. There was no unsatisfactory teaching. There are no significant weaknesses in teaching. As a result, pupils' attitudes to work are very good; their learning is usually very good and this is having a positive effect on their achievements and on the improving standards being attained in lessons. The very well-organised teaching in English and the work in mathematics enable pupils to make progress in all classes that is at least good and is often very good. Literacy and numeracy are taught well. Teaching in other subjects is most frequently good. The



displays around the school demonstrate that teachers have very high expectations for the amount of work done by pupils, and they are now starting to be vigilant about the quality of completed work. Teachers are successfully meeting the learning needs of all groups of pupils.

### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	The curriculum meets all statutory requirements. The extra provision through sporting and music activities, clubs, visits and visitors to the school is similar to that found in most schools of this size.
Provision for pupils with special educational needs	There is good provision for pupils with special educational needs.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' personal development is well organised and pupils' personal skills are well developed. The school provides well for the spiritual, moral and cultural development of pupils and very well for their social development.
How well the school cares for its pupils	The policy and procedures for child protection are clearly understood. The school cares well for all its pupils. Its aims are clear and are seen in practice.

The information for parents is clear and informative. Parents appreciate the good links with the school and make a valuable contribution to improving standards.

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

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	In the absence of the headteacher the acting headteacher, with the support of other key staff, is performing well. The staff support the management team well. They are proving to be successful in developing this new school.
How well the governors fulfil their responsibilities	The governors, led by a very competent chairman, are fulfilling their responsibilities well. Their understanding of financial matters and support for the curriculum are based on good experience, knowledge and understanding.
The school's evaluation of its performance	The school has strong and practical procedures for evaluating its performance. Governors have a growing understanding of where strengths are found and a realistic view of how to address areas for development.
The strategic use of resources	The strategic use of personnel and practical resources is good. The quality of resources for teaching and learning is good, although the quantity is only adequate. Resources are used well throughout the school.

There is an appropriate number of qualified staff, who are used very well. The leadership and management of the school are good and are well organised. Teachers and governors have a shared vision for success and improvement. Resources are adequate and are of good quality. The subject leaders review them regularly. Financial management is secure and the governing body has a growing understanding of setting the budget against the plans contained in the practical and detailed school improvement plan. The governing body has a good understanding of looking for best value when buying materials or appointing and deploying personnel. The accommodation is not ideal as the playground

surface is poor and areas have to be cordoned off. The cramped playing space has a detrimental effect on pupils' behaviour .

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• Their children like school, behaviour is good and pupils make good progress.</li><li>• Teaching is good and teachers have high expectations.</li><li>• They are comfortable in approaching the school with concerns.</li><li>• They are pleased that their children are becoming mature and now take more responsibility for their own learning.</li></ul>	<ul style="list-style-type: none"><li>• Inconsistencies in homework.</li><li>• A wider range of extra-curricular activities.</li></ul>

The inspection team fully supports the positive views expressed by parents. Inspection evidence supports the view that there are some inconsistencies in the quality and quantity of homework but noted that there has been considerable improvement this term. The range of extra-curricular activities is satisfactory considering the size and type of the school.

## **PART B: COMMENTARY**

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

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

##### **Strengths**

- *Pupils' achievements and attainment in information and communication technology.*
- *Pupils' achievements and standards in music across the school.*
- *Attainment levels in across Years 3 to 6 in design and technology.*

##### **Areas for development**

- *Standards in mathematics across the school.*
- *Work in writing and the presentation of work in English and other subjects.*

1. Most children join the Nursery class in the term following their third birthday and move into the Reception class at the start of the term in which they are five. This means that those children with summer birthdays more than half of the groups in both 2002 and 2003 have only one term in full-time education before they join Year 1 where they are working within the National Curriculum. When children enter the Nursery, attainment varies, but for the majority it is below that found nationally for pupils of the same age. Children make good progress in developing their skills in personal and social development, in their knowledge and understanding of the world and in their physical and creative development. They make satisfactory progress in their communication, language and literacy development and in mathematics. By the time they leave the Reception class many children have not attained all of the goals expected in these last two areas of learning.
2. The results of the statutory National Curriculum tests and Teachers Assessments at the end of Year 2 in 2002 indicate that standards were average in reading but well below the average for schools nationally in writing and mathematics. When compared with schools in similar circumstances they were above average for reading but below average in writing and mathematics. Standards in science were assessed as being well below average. The school explains these standards by an above average number of pupils in the group who had identified special educational needs and the difficulties caused by re-organisation when pupils from a number of different closing schools came together in the new school. There was no Year 6 and therefore there are no test results to analyse, evaluate or compare.
3. At the start of the present academic year the school reviewed the results of statutory and voluntary tests very carefully and teachers identified a need to increase the amount of practical, experimental and investigational work in mathematics and science. This was to help pupils to deepen their understanding in these subjects rather than just learning and remembering facts. The improving standards in Years 2 and 6 observed during the inspection indicate that this work by teachers and pupils is proving to be successful. Inspection evidence indicates that pupils are well set to lift standards in science across the school, and in English by the end of Year 6, to levels that are close to national expectations for average-attaining pupils and for those capable of higher attainment. Some pupils who are relatively new to the school or who have poor patterns of attendance are less likely to attain these improving levels. In mathematics and English in Years 1 and 2, standards remain below nationally expected levels. This is in part caused by the limited time half of the group has had to work full-time in the Reception class. Pupils' skills in mental arithmetic are being developed systematically across the school and pupils are beginning to apply their knowledge in problem solving in other subjects such as science and design and technology.
4. The predominantly good teaching in the classes for pupils in Years 1 and 2 and the very good teaching observed in classes for older pupils enables them to gain skills in personal research and in working independently. The match between work expected and pupils' prior attainment is good. Together with the steady development of observational skills, pupils build on the start they have had in the Nursery and Reception class and are now beginning to achieve levels that are approaching those for pupils nationally. Standards in information and communication technology are good and are above those found in most schools at the end of Years 2 and 6. Pupils attain at

least nationally expected levels in all other subjects, and in music across the school and in design and technology for pupils in classes 3 to 6 they exceed the levels found in most schools. In areas of design and in the way that the pupils examine their work and evaluate its strengths and weaknesses, their skills of critical appraisal are very good. The school has made a good start in its first year. There are good action plans in place to raise the profile of subjects such as art and design and geography to the level seen in design and technology, in the next round of curriculum review. Attainment levels in religious education match the requirements of the locally agreed syllabus.

5. Only one pupil speaks a language other than English at home and this child has no difficulties using English when learning alongside friends in lessons. Children learning English as an additional language are well supported, progress well and are fully integrated into the life of the school. There are a few pupils identified as being gifted and talented but, beyond taking care to match academic work to their individual levels, which is done well, the school has not as yet developed other strategies to promote their special skills. Teachers are aware that this satisfactory start to providing opportunities to extend pupils is at present within a narrow range and they have plans to extend this work further.
6. The school is successful in fostering the achievements of those pupils with special educational needs. Early identification and intervention play a significant part in this aspect of the school's performance. All such children have individual education plans that are tightly focused on areas for improvement and targets to be achieved. Pupils make steady progress in the Foundation Stage and in classes across the school. This is because of the good quality of teaching, the careful match of tasks to pupils' interests and prior attainment in all subjects. The role of the classroom assistants and the attitudes of their friends and all staff, as well as the support from their parents, help these pupils to make progress alongside others in the class. Pupils use computers instinctively throughout the day. Some pupils with special educational needs use computers very readily, compensating to an extent for the difficulties they often find in speaking to adults and to other children. Across the school the systems for tracking pupils' achievements and progress are good.

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

### **Strengths**

- *Pupils' attitudes to school are very good.*
- *Pupils' behaviour is good overall and it is very good in lessons.*
- *Pupils' personal development and their relationships with others are very good;*

### **Areas for further development**

- *The level of attendance is unsatisfactory.*

7. Since its formation the school has been successful in developing pupils' attitudes to learning and promoting good behaviour very well. Procedures for pupils' personal development are very good. All the parents appreciate these values. Levels of attendance, although improving, remain unsatisfactory.
8. The pupils come into school smartly dressed in an orderly fashion. A few run in with a sense of excitement. Many come with their parents to meet the class teachers. This provides an informal opportunity to discuss any minor concerns and builds confidence. This is particularly evident in classes in the Foundation Stage and allows the younger children to settle into the routines of their classes with confidence, which has a positive effect on their learning. Older pupils clearly enjoy their lessons, especially where teaching is particularly interesting and stimulating. They are eager to answer questions and take pride in their work. They discuss and collaborate with others ideas to improve their learning. For example, in a science lesson, the class was asked to test properties of water absorbency using various squares of paper. A girl and boy differed in their hypotheses. Following a set of tests, the ideas of the girl were proved to be correct and the boy cheerfully accepted that his first ideas were wrong and he understood why.

9. Behaviour overall is good and in lessons it is very good. This is because the school policy is consistently implemented and the pupils clearly understand the system of rewards and sanctions. As a result, lessons are calm and learning is good overall; and in classes for older pupils it is very good. Those pupils with identified special education needs are supported effectively and are fully included in all aspects of the curriculum. Movement around school is orderly and well mannered. At playtime behaviour is often boisterous and as space is limited following the building work, this sometimes creates problems for smaller pupils. There is no sporting equipment in the playground during breaks and games are restricted to chasing and running. The problem is resolved in dry weather when pupils have the use of good additional space on the field. No pupil has been excluded.
10. Relationships between pupils and between the pupils and staff are very good. Mutual respect is shown and the pupils care very well for one another. For example, when a small boy fell over in the playground and hurt his knee, two other boys comforted him and called the midday supervisor to administer first aid. The successful School Council is having a positive effect in shaping the direction of the school. Improvements in the toilet areas, following suggestions by the Council, have been welcomed. A competition to design a more pleasing playground is currently exciting pupils of all ages. Good manners and courtesy were a common feature throughout the inspection. Pupils are friendly and inquisitive but never intrusive when asking adults questions. The absence of graffiti, damage or litter shows that the pupils respect the school and are developing as good citizens. Pupils accept one another readily, irrespective of disability or background. This acceptance is developed from an early age; for example, in the Foundation Stage, jigsaws and books feature people in wheelchairs and people from across the world. A display in the library, focusing on a wide range of special needs, showed examples of books in Braille and books on how children with asthma and diabetes cope in everyday life.
11. Registration is taken swiftly and effectively. Pupils are punctual and quickly adapt to class routines. This has a positive impact on their attitudes to learning by creating a good start to the day. Attendance levels are unsatisfactory; although they are similar to those in local schools, they are below the national average. The cause is the persistently high incidence of unauthorised absence by a small number of pupils. The school is working closely with appropriate outside agencies to deal with this. Already there has been a marked improvement in attendance levels.

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

### **Strengths in teaching and learning**

- *In the majority of lessons teachers' planning is very clear and effective.*
- *Teachers have very secure knowledge and understanding of the requirements of the National Curriculum.*
- *Day-to-day assessment is used very well to evaluate progress and extend learning.*
- *Pupils are organised well and learning opportunities match their individual needs.*
- *In about eight in every ten lessons teaching is good or very good.*

### **Areas for development**

- *Some introductions are too long and as a result opportunities for independent learning are restricted.*
- *Teachers are sometimes too directive and they then inhibit pupils' opportunities to test their own ideas.*

12. During the inspection, teaching was observed in 50 lessons and in all of these it was at least satisfactory. Teaching was predominantly good and in more than four in every ten lessons it was very good or better. In the Foundation Stage, in both the Nursery and the Reception class, and in Years 1 and 2 the quality of teaching is almost always good. In classes for older pupils teaching is regularly very good and in these classes there were three lessons judged to be excellent. Whilst there is a good overview and a shared curriculum, the links between the strategies used in the Nursery and the Reception class are not yet fully established. Teachers clearly understand that children in the Foundation Stage learn through a process of structured work and play. There is a suitable range of learning experiences. Across the school, in English, mathematics and

science, teaching is predominantly good. Support from subject leaders for English and mathematics has led to very good planning by the teaching staff. This has had a positive effect on the quality of teaching in the core subjects. Staff development in other subjects, in particular in art and design, has been identified as a priority during the current academic year. The strategies now being used by teachers are thorough and well organised

and have worked well in the subjects that have already been reviewed. Teachers have used the national training in information and communication technology well. Additional training has meant that every teacher has reached a high level of confidence, skill and enthusiasm.

13. The school has successfully implemented the National Strategies for Literacy and Numeracy. This means that literacy and numeracy are taught well. Most teachers have secure subject knowledge, and this forms the firm foundation on which pupils' learning is based. Lessons are well structured and follow the recommendations of the relevant national guidance. Teachers select methods very well fitted to teaching matched attainment groups or whole classes, and written tasks are tailored to meet pupils' needs. The few weaknesses in teaching seen during the inspection were mostly linked to individual teachers' early anxiety when a few introductions to lessons were too long or when pupils' work was over-directed. These few lessons were graded as satisfactory, although the planning and pupil management was as good as in other lessons. Teachers' instructions and guidance in lessons were detailed and clear. Pupils of all ages and attainment levels knew what they were doing and why they were doing it.
14. Basic skills are taught well. Teachers discuss issues with pupils using carefully structured questions designed to extend pupils' thinking and to promote their learning. Pupils learn to use equipment such as counting blocks in mathematics or batteries and circuit boards in science carefully and to examine results in a perceptive manner. They often ask questions and answer them sensibly in groups. They are encouraged to find information and to record their findings systematically. In some instances they are given an approved method rather than working one out for themselves and then deciding which way is best.
15. Across the school, teachers' personal knowledge, interest and enthusiasm, together with their growing expectations, are beginning to challenge pupils' thinking and are helping them to develop their own skills of reasoning. The drive for high attainment is an important part of the school's plans and is a pleasing aspect of the best lessons but is lacking in some where teachers do not provide enough opportunities for pupils to test themselves against agreed targets. In the lessons judged to be good or very good, teachers required pupils to complete a great deal of work but endeavoured to ensure that learning remained fun. The teachers' control, organisation and management of pupils were very good. In most lessons work was difficult but, because it was interesting and the teaching was stimulating, pupils were willing to make a great effort. They enjoyed achieving the shared objective. Pupils of all ages and attainment levels benefit from reflecting on the purpose of lessons and instinctively evaluate what they have learned and how to use this new knowledge in other lessons. This process of evaluation and critical review by pupils is key to the improving standards observed during the inspection.
16. In English and mathematics, pupils work in groups matched to their prior attainment. Support staff make the system work well. In almost all lessons teachers expect pupils to work hard and to give of their best. This work is supported well by booster classes for pupils preparing for statutory tests. There is a range of additional support for literacy in Year 1, and for identified pupils, to help raise standards in Years 4, 5 and 6.
17. Pupils with special educational needs make progress at the same rate as others in the class. Teachers and support staff cater well for pupils' needs and are aware of the next steps in learning. Individual education plans are dovetailed into teaching plans, often supporting small groups of pupils with similar needs. In literacy and numeracy, targets for each pupil are linked well into the activities. In these lessons, pupils make an accelerated rate of progress in reading and writing because of the rigour of the teaching. This is built into sessions that encourage and challenge pupils to move their learning on in carefully graded steps. Pupils thoroughly enjoy this work and respond enthusiastically. Targets and achievements are shared with pupils and their parents, adding to pupils' success.

18. Homework is used to support learning across the school. It has not been set consistently in some classes but teachers are trying to follow the agreed plan and to remember to set and mark homework. As part of the home and school agreement, parents are encouraged to help their children to learn at home. Work set is intended to enable pupils to revise or consolidate learning and, following its completion, is frequently used to good effect in subsequent lessons. The marking policy is clear but the quality of marking is not consistent and whilst some comments are structured and positive, others are too harsh and do not always encourage

greater effort. In classes for younger pupils, teachers often mark work alongside pupils, offering oral advice and encouragement. This is a useful way of sharing practical ways forward with pupils.

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

### **Strengths in curricular provision**

- *The development of information and communication technology as an effective tool for learning.*
- *The effectiveness of provision for design and technology.*
- *Provision for learning music.*
- *Provision for all children to participate in the curriculum.*

### **Areas for development**

- *The effectiveness of strategies designed to improve writing and the presentation of work.*

19. In the Nursery and the Reception class the curriculum meets the national recommendations and provides for all six areas of learning and for religious education. It is securely based on the nationally recommended curriculum and children make steady progress. In the rest of the school, structured planning provides a broad, balanced and relevant curriculum. Plans about what pupils are intended to learn and policies match the national requirements so that all pupils have the opportunity to attain the expected levels of knowledge and understanding. This is a new school and some pupils have not had the benefit of the existing good teaching for the whole of their school life. Also, they have had different amounts of time in the Reception class in full-time education.
20. The principle of using all of the senses to learn permeates the curriculum and this is having a positive effect on learning. For pupils in Year 5, the school is involved in piloting a programme of teaching philosophy as a subject. This work is having a very positive effect on the thinking and reasoning capabilities of pupils in that class. Their listening skills are very good and are sometimes excellent. They are learning to reason and produce arguments based on sound evidence. The result of this is that the learning skills being developed by the pupils provide a solid basis for future education.
21. The role of the subject leaders is being developed well. A programme to monitor the work in the school has been established so that issues can be identified and addressed easily in time to make any necessary changes. This includes the analysis of pupils' work, checking teachers' planning, observing lessons and working in partnership with colleagues. The school recognises the need to ensure that subjects such as art and design, history and geography all receive a sufficient amount of time each year so that the curriculum is good enough to raise standards.
22. Literacy and numeracy are taught well throughout the school and there is a secure understanding of what should be included in order to develop pupils' skills. The school has relevant policies, and the necessary documentation, to support teachers' planning. Curricular plans identify what is to be covered in classes. For example, after analysing test results, the school realised that pupils' problem-solving skills in mathematics needed to be improved. Changes were made in lesson planning and in teaching and these are beginning to show positive results. The transitions between stages in pupils' education have been carefully considered. Records are well maintained



and are transferred to each new teacher. There is good liaison between the school and the local secondary school.

23. Pupils with special educational needs have full access to all areas of the curriculum, including extra-curricular activities. The school, by very careful planning and the skilled use of classroom assistants, ensures that all pupils receive a good level of support. Identified pupils have work modified to address the targets listed in their Individual education plans. In lessons the support assistants clarify teaching points and questions asked by the teacher, so that those pupils experiencing learning difficulties are able to respond confidently. Teachers know pupils very well. Lesson plans in all subjects very carefully match tasks to prior attainment, and so foster progress in learning.
24. The number of extra-curricular activities provided to enrich the pupils' learning is satisfactory. Pupils have opportunities to participate in sporting activities, such as football and a range of musical activities. A choir is a strong feature of the school, and pupils are offered guitar or violin tuition. A range of after school clubs broadens the curriculum; for example, the Euro club where pupils learn about a variety of European cultures and languages - Greece and the Greek language are the focus for the current term. Other clubs include those for dance, space research and information and communication technology. Events, like the summer and Christmas shows, provide added breadth to the curriculum and ensure pupils have the chance to extend their experiences.
25. Links with the community are good. The school welcomes visitors; for example, during the previous term a poet worked with the children supporting their language skills. Police officers and the school nurse take part in the school's social and health education programme, and the local vicar - a governor of the school - is a well-know figure in the school. There are good links with partner institutions, including the local secondary school to which many older pupils transfer. There are strong links with local colleges, and students regularly work in the school. A comprehensive transition programme has been set up to make the change from primary to secondary education as easy as possible. Parents play a valuable part in the life of the school. They help in lessons and with out-of-school activities, such as educational visits and football. As a result, the school and the local community complement each other. The school uses external resources well; for example, pupils in Year 4 go on an annual residential camp and children from the Reception class and Year 1 make regular visits to the local library. Pupils in Year 6 are looking forward to a residential visit to the national centre for water sports at Holme Pierrpoint in the summer term.

## **Personal development, including spiritual, moral, social and cultural development**

### **Strengths**

- *The provision for personal, social and health education is good.*
  - *The provision for spiritual development is good.*
  - *The provision for moral development is good.*
  - *The provision for social development is very good.*
  - *The provision for cultural development is good.*
26. Provision for pupils' personal, social and health education is good. It helps pupils make informed decisions about healthy living. Very well structured programmes about drugs awareness are included in the curriculum. The governing body has approved a sex education programme; parents have been consulted and the school nurse, who is known to the pupils, shares in the teaching of it. The School Council is particularly effective in providing opportunities for the pupils to think about problems, and to solve them through discussion, negotiation and diplomacy. Crucially, through this and the school's underpinning philosophy, pupils learn to respect each other's views.
  27. The school places a high value on the part that, spiritual, moral, social, and cultural education contributes to the overall curriculum. This results in a planned programme of work that is underpinned by the beliefs and the values of individuals in the school. It gives the school a strong and positive ethos so that pupils can grow and flourish.

28. Provision for pupils' spiritual development is good. In lessons across the curriculum pupils are given opportunities to consider their own opinions and those of others. Everyone's view is respected so that pupils learn to understand about human emotions and feelings. Music makes a powerful contribution to the spiritual development of the pupils. Pupils enjoy singing and this forms an integral part of assemblies. Music in the school is uplifting, allowing pupils to appreciate creativity and expression.
29. The provision for pupils' moral development is good. There are effective strategies in place to promote good behaviour and adults in the school provide good examples of how pupils should behave. The school's philosophy builds very much on reinforcing and supporting positive behaviour. Pupils have good guidance about what is acceptable behaviour. They have a clear understanding about what is right or wrong. As a result, pupils learn to look after one another and recognise that they are part of a community.
30. Provision for social development is very good and is a strength of the school. Pupils develop a sense of community where they care for each other. They are given opportunities to take responsibility, particularly through the School Council. Lessons provide them with plenty of opportunities to work together and to discuss ideas with a partner or as a class. The staff demonstrate good examples of how to treat one another so that the pupils develop positive attitudes. Praise is used effectively to encourage children and to develop their self-esteem.
31. The school promotes cultural development well in a variety of ways. They actively promote the development of a diversity of cultures so that pupils learn that others may have a different life-style to their own. Music is used effectively to introduce the children to different life-styles; for example, music from Senegal was used in a dance lesson. The Euro club has helped pupils develop an awareness of different languages and cultures. In the Reception class, children have learned to use a computer program in the German language so that from an early age they are aware that many people speak languages other than English. In history and geography pupils encounter traditions and values from different cultures. In religious education they learn about other faiths such as Islam, Judaism, Buddhism and Sikhism and about the cultural and ethnic diversity of British society.

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

### Strengths

- *Procedures to monitor and promote attendance are good.*
  - *Procedures to monitor and promote behaviour are good.*
  - *The monitoring and promotion of pupils' personal development are good.*
  - *Procedures for and the use of assessment are very good.*
32. Since the establishment of the new school staff have been successful in creating a warm, safe learning environment. This is a school where every child is valued and the parents recognise and appreciate the quality of care their children receive.
33. Procedures to monitor and promote the welfare of the pupils are satisfactory. The school has adopted locally agreed procedures in respect of child protection. The headteacher is the designated staff member, and other teachers are waiting for further training. All members of staff have received training about child care and child protection procedures. Health and safety issues are fully in place and all relevant maintenance checks are properly recorded. There is a designated member of staff for first aid and accident books are properly completed.
34. There are good procedures to monitor and promote attendance. The school policy encourages good attendance through rewards, such as certificates in assemblies. The school secretary checks the registers daily and the acting headteacher monitors them for accuracy. Working closely with the education welfare officer, the school has developed a number of initiatives to raise the profile of regular attendance. For example, in assembly the education welfare officer, together with a local police officer acted, out in role play, patterns of acceptable and poor attendance. This observed role-play made pupils think carefully about the reasons for attending school regularly

and had a positive influence on the pupils' attitudes towards school. As a result there is now friendly rivalry between classes trying to strive for 100 per cent attendance. There is a 'Teddy Bear' trophy that is held for a week by the best class. Early analysis of data shows that attendance levels are rising.

35. Procedures to monitor and promote behaviour are effective. The behaviour policy, together with recommendations from the School Council, is having a strong effect that is clearly understood by the pupils. The policy is applied in an even-handed way by the staff. The few disruptive pupils are managed effectively and sensibly. Each pupil's particular need is recognised and practical support is provided. Parents and outside agencies are involved in the process of supporting pupils who have special education needs. All members of staff, including the midday supervisors, are alert to preventing any occurrence of bullying or racism. The governing body ensures that racism is an agenda item at every meeting. A copy of the minutes is always provided to the local education authority, although very few instances occur.

36. The school has developed effective practical strategies for monitoring the academic performance of pupils. National tests are completed in accord with statutory requirements. Results of voluntary tests are analysed and very good use is made of the information to help set individual and school targets, linked to national requirements. This process helps to identify areas for improvement. An additional process is being implemented. It uses a data-handling program that enables the results of various groups to be reviewed, to show where best progress is being made. It also enables realistic decisions to be made about where help needs to be targeted.
37. Collections of marked and moderated work have been assembled for various subjects. These are used systematically by teachers to help them assess levels of attainment of pupils' current work. They are developed best in English, mathematics and information and communication technology but a start has been made in science. Pupils in Years 5 and 6 know what they need to achieve in order to attain the expected and the higher levels of attainment. In the Nursery and the Reception class, teachers use a structured assessment system to plan individual and group work. This means that children work towards the Early Learning Goals.
38. Pupils are rewarded in a range of ways for outstanding effort, good work or progress. They delight in being awarded certificates and stickers and being mentioned in the celebration assemblies each week for their efforts in writing, mathematics and for behaving responsibly. Sometimes awards are for meeting challenges with effort despite the work proving to be difficult.
39. Effective systems are in place for the assessment of pupils with special educational needs. The work planned for these pupils has a positive effect on each one's progress. The pupils' Individual education plans (IEPs) contain carefully listed targets, and are used well to plan work that is specially matched to pupils' needs. In the Nursery and the Reception class teachers are very alert to the needs, difficulties and talents of the individual pupils. Across the school, teachers build effectively on the records and assessment procedures used to identify pupils with special educational needs. The acting headteacher has accepted temporary responsibility for managing the work to support these pupils and has good records, which are used to track the academic and personal progress of individuals. Whenever a need is identified, it is matched to an established strategy that is supported by skilled classroom assistants.
40. Procedures to monitor and promote the pupils' personal development are good. A school policy ensures that personal, social and health education is interwoven across the school curriculum. There is a programme of guest speakers that encourages personal responsibility: for example, local police officers have worked successfully with pupils in Year 6 on drug abuse. This work has been undertaken through a structured 14-week syllabus. The annual report for parents contains a section on pupils' personal and social education. The school recognises the need to extend the present system for monitoring and recording personal development and to make it more consistent across the school. This is increasingly important now that there are more pupils and the established informal procedures that worked well for smaller numbers are not now sufficient.

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

### **Strengths**

- *Parents' consider that the school is good.*
- *There are effective link with parents especially in the Foundation Stage.*

### **Areas for development**

- *The annual reports need to make clear pupils' individual targets for improvement.*
- *Homework needs to be set more consistently.*
- *Parents need to be informed about what is to be taught each term in all classes.*

41. Since the school was formed, good relationships between the school and parents have been established and are developing. This is confirmed through questionnaires, the parents' evening and by those interviewed during the inspection process. Many parents praised the induction process for the Foundation Stage.

42. The quality of routine information for parents is satisfactory. Newsletters are informative but do not provide parents with information about what is going to be taught in every class each term. Annual reports are rather bland and do not indicate clear targets for improvement. Attainment levels are shown so that parents are able to gauge their children's progress in relation to national averages. The school has already addressed this problem and the outlines for the reports this year are much more informative. The governors' annual report to parents has no details of the school's provision for special needs; this information is, however, contained in the school's prospectus and, when taken together, these documents meet statutory requirements. Parents of pupils with special education needs are involved in relevant reviews.
43. The school gathers parents' views in a number of ways, though many are informal. Many parents bring their children into school and speak to the teacher before lessons start. This enables parents to be confident that their children are well cared for. This was illustrated by a parent telling a teacher that her son was 'feeling off colour' and that this might affect his responses in class. The teacher was happy to reassure the parent that he would maintain a watching brief and contact her should the need arise.
44. A number of parents and friends help in the life of the school to improve the quality of education. Some assist with swimming whilst others offer regular help and support with reading. As part of a structured programme, one parent has begun to support teaching through the 'Young Enterprise Scheme'. This is a voluntary scheme with sponsorship from an international bank, industry and Nottinghamshire County Council. Through role-play and resources, it teaches pupils real-life working skills and the benefits of being paid for a job done well. As a result the pupils understanding of literacy, numeracy and personal responsibility is enhanced through practical examples.
45. An enthusiastic group of parents has created the 'Friends of the School'. This is well supported by parents and local businesses and raises funds for additional resources. Through fund raising events, the relationships between parents and staff are developed very effectively. This increases the confidence of parents for the work of the school.
46. Most parents recognise that through completing homework their children make noticeable progress. Some parents consider that the pattern of setting homework is inconsistent in both quality and quantity. Reading diaries are kept. Scrutiny of homework diaries shows that there have been some inconsistencies in setting homework. Following consultation with teachers there has been an improvement this term, in both quantity and quality. As a result homework supports pupils' learning more effectively.

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

### **Leadership strengths**

- *The headteacher and the acting headteacher, with the Chair of Governors, have shared a clear vision for the future development of the school.*
- *With the management team, the governing body is proving to be effective in its leadership role.*
- *Regular opportunities for subject leaders to develop their subject and to work alongside colleagues in the classroom have helped teachers.*

### **Management strengths**

- *The school has effective strategies in place to evaluate strengths and weaknesses.*
- *Across the curriculum subjects are managed well.*
- *The plans for strategic management and shorter-term development are clear and are well-structured.*
- *The budget is managed effectively and governors are showing skill and sensitivity when evaluating best value as part of their decision making.*
- *The management and use of assessment systems is clear, practical, useful and effective.*

### **Areas for development**

- *The poor playing surface in the playground and taped off areas have an adverse effect on pupils' opportunities for play and on their behaviour outside.*
47. The headteacher and the management team, with the governing body, have worked hard together and have devised and implemented a range of useful strategies designed to establish clear patterns of management for the new school.
  48. The headteacher, the acting headteacher and the acting deputy, together with the teachers and the Chair of the governing body, have a clear purpose and a shared vision for the future development of the school. The governors have worked with the leadership team systematically in planning for the school's long-term future. This involves undertaking a critical review of the strategies that have already been put in place and working to remedy the areas of weakness that have been identified in the past five terms. They have a shared understanding of the strengths of the school and governors are providing effective guidance where action is still required. The achievements of pupils of all ages and the ongoing work in striving to attain expected standards are evidence of their commitment to working to create a successful school.
  49. The governors' committee structure works well and, with the headteacher and the acting headteacher, provides a positive educational direction for the school. The school development plan and the longer-term strategic management plan, drawn up in consultation with staff, are useful documents that list priorities, track improvements and identify areas for development. This style of planning includes regular review dates to enable the monitoring of progress towards established success criteria. There is now built-in provision for evaluating steps towards completion of each listed area, and opportunities to plan the next step forward. The governing body provides informed support and is meeting its statutory requirements well.
  50. The governors are alert to the strengths of the school and areas that still need to be developed. They understand the issues concerning target setting and their individual and collective responsibilities. There are named governors who play active roles in supporting pupils with special educational needs and monitor provision for literacy and numeracy. These governors have all attended appropriate training.
  51. Arrangements for financial management and control are good. The school's administrator is ill and so, with the budget officer from the local authority, the acting headteacher has worked hard to ensure that the budget is tightly controlled and that the requirements of the governing body are met. The finance committee is particularly well informed and fully understands the financial implications of the management of the school. Members of the committee have been active in ensuring that the school secures the best value that it can in its use of learning resources, accommodation and personnel. The governing body is alert to the problems in the playground that have been created by building work and has made representation to the appropriate authority to endeavour to have the problems remedied. The minor recommendations of the most recent internal financial audit have all been implemented successfully. The use of the school fund is recorded meticulously and the accounts are audited annually.
  52. Subject leaders manage their areas of responsibility well and offer informed support for colleagues. In most subjects skilled and accomplished leaders use the time allocated for this work in the school improvement plan very well as they work alongside colleagues in other classes. They use the budget for their own subjects very well. They are actively promoting and leading initiatives, and devising ways of raising the attainment levels in all subjects to those of the best.
  53. The provision for pupils with special educational needs is well managed by the special educational needs co-ordinator. She monitors planning and observes practice in the classrooms, with the help of a skilled support assistant, to ensure that the needs of pupils are being met. Policy guidelines are followed carefully and all of the recommendations of the new Code of Practice are being implemented. Liaison between the school and external agencies is good. Pupils' Individual Educational Plans contain clear targets and are used by teachers when planning lessons. There is effective organisation and implementation of the identification, support and monitoring procedures. All pupils with special educational needs are fully included in the life of the school. The governor with responsibility for special educational needs visits school regularly and through the governing body ensures that funds allocated for special educational needs, including

additional funding from within the school budget, are spent as specified. For anyone with physical difficulties, there is access to the school via mobile ramps.

54. The procedures for, and management of, assessment are good. Assessment information has been used very effectively to set targets aimed at improving future performance for groups and individuals. The methods used to track progress towards these targets have been thorough and have resulted in a complete picture of where individuals have gained success and where they still need additional help. The targets agreed for pupils' performance in the statutory tests in the current year are realistic but challenging. Pupils know what they need to do to achieve the targets set. In Year 6 the teacher and pupils now consider them to be achievable.
55. The accommodation is satisfactory and enables the full curriculum to be taught. The classrooms are airy and spacious. The walls and corridors display pupils' work to good effect. The school's ethos is enforced by the display of school rules, whilst in the foyer a gold covered file called 'Superkids' recognises good deeds and particularly good work. The internal decoration is in a good state of repair. The whole building is very clean due to the work of the dedicated maintenance staff. The playground is cramped and some areas have been cordoned off because of damage done during the building modifications. This has an adverse effect on the children's playtime; for example, as they chase one another they sometimes run into others, accidentally knocking them over. There is no sporting equipment in the playground during breaks and games are restricted to chasing and running. The roof over part of the play area in the Foundation Stage leaks and the roof panels are not properly sealed.
56. Planning by the headteacher, the acting headteacher and the management team to improve standards of attainment has already had a very strong influence on the thinking and planning of the governing body. The school is well set for continued progress. There is strong evidence of good and very good teaching so that during the current year standards are moving towards expected levels. Pupils have good attitudes to work and learning and the relationships between everybody in the school are very positive. Taking these factors into consideration with the good behaviour of pupils set against the average financial resources, the school provides good value for money.

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

57. In order to raise standards and to make further improvements, the headteacher, governors and staff should:
- (1) raise standards in mathematics across the school by following the strategies set out in the actions plans linked to the school improvement plan;  
(Paragraphs: 3, 93, 94, 99, 100.)
  - (2) improve standards in English by extending the work already begun, designed to develop writing and ensure that pupils' work is always well presented;  
(Paragraphs: 3, 78, 83, 87.)
  - (3) fully implement the newly developed marking policy so that all teachers provide a constructive commentary designed to improve attainment in all written work;  
(Paragraphs: 18, 90, 99, 126.)
  - (4) maintain the commitment to improving attendance so that too many pupils' progress is not hampered by the poor attendance of the few;  
(Paragraphs: 5, 11.)
  - (5) liaise with all possible agencies to ensure that the damage to the playground caused by the building programme is made good so that facilities for play can be enhanced and the leaking roof in the Foundation Stage room is properly sealed.  
(Paragraphs: 9, 10, 51, 55, 59, 131.)



## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	35

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	19	22	12	0	0	0
Percentage	6	38	44	26	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents 2 percentage points.

### 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)	22	189
Number of full-time pupils known to be eligible for free school meals	0	53

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	9	24

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

### Attendance

#### Authorised absence

	%
School data	6.0
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.7
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	13	16	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	8	7	8
	Girls	15	15	15
	Total	23	22	23
Percentage of pupils at NC level 2 or above	School	79 (n/a)	76 (n/a)	79 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	15	15	15
	Total	22	23	23
Percentage of pupils at NC level 2 or above	School	75 (n/a)	79 (n/a)	79 (n/a)
	National	85 (85)	89 (89)	89 (89)

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

**There was no Year 6 in 2002**

### Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group

### Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
184	0	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
2	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

No ethnic group recorded
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0
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0
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0
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The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

### Teachers and classes

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

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	28
Average class size	33

#### Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	125

#### Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	22
Total number of education support staff	2
Total aggregate hours worked per week	65
Number of pupils per FTE adult	13

FTE means full-time equivalent.

### Financial information

Financial year	2001/02
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	£
Total income	333587
Total expenditure	310587
Expenditure per pupil	1190
Balance brought forward from previous year	New school
Balance carried forward to next year	23000

The above figures do not reflect a full financial Year.

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	232
Number of questionnaires returned	54

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	28	4	4	0
My child is making good progress in school.	56	35	4	2	4
Behaviour in the school is good.	31	57	4	0	7
My child gets the right amount of work to do at home.	22	52	11	4	11
The teaching is good.	52	39	4	0	6
I am kept well informed about how my child is getting on.	56	33	7	4	0
I would feel comfortable about approaching the school with questions or a problem.	70	26	2	2	0
The school expects my child to work hard and achieve his or her best.	59	37	4	0	0
The school works closely with parents.	44	35	17	2	2
The school is well led and managed.	44	41	4	4	7
The school is helping my child become mature and responsible.	52	39	0	2	7
The school provides an interesting range of activities outside lessons.	22	41	19	6	13

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSE**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

58. The school is providing the children in the Nursery and the Reception class, called the Foundation Stage, with a good start to their education. Children start part-time in the Nursery in the term following their third birthday. They then join the Reception class full-time as they approach their fifth birthday, in line with local authority policy. The children's level of attainment when they start the Nursery is below that of children of similar ages but they make steady progress in all areas of learning. The arrangements for entry to the Reception class, however, mean that children have unequal lengths of time in full-time education. This affects their rate of progress. The children with special educational needs are well taught and the members of staff ensure that all children have full access to the curriculum.
59. The Nursery accommodation has been improved recently and enhanced outdoor play facilities have been developed. This has enabled the staff to provide effective outdoor play so that the children have ready access to the outdoor environment at times throughout the day. This provision is attractive and is used every day despite the condition of the roof that has a faulty seal, which means that when it rains the entire covered area is as wet as the playing space outside.
60. Overall, the quality of teaching in the Nursery and Reception class is good so that the children's progress by the time that they reach the end of the Reception year is satisfactory. Staff form very good relationships with the children enabling them to feel secure and happy. Teaching assistants are used sensibly to support small groups so that children have direct help from adults for much of the time. Children with special educational needs are well supported. Parents are valued and welcomed into classes enabling children to settle and feel secure. Consequently, when children arrive they quickly become absorbed in activities. Staff work hard to provide a varied and interesting programme of activities and their written planning is detailed and thorough. It relates appropriately to the Early Learning Goals and clearly illustrates the teachers' good knowledge of the recommended curriculum and of how young children learn.
61. The co-ordinator for the Foundation Stage is beginning to develop her role successfully; she has established useful links between the teaching in the Nursery and the Reception class but there is scope for still more joint planning to make the two classes into a more cohesive unit. Children are assessed and practical records are kept. There are helpful profiles for all children, which record their progress and achievements. These are informative and are an indication of what children know and can do. They are matched to rigorous expectations of the children's attainment; each child has clear targets to work towards, based on their prior achievement. Parents are kept well informed of those targets so that they can support their children's learning.

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

62. Overall, children make good progress in their personal, social and emotional development in the Nursery and Reception class. They learn to play well together and adults encourage them to share. Children are encouraged to be considerate; they wait for everyone to finish their sandwiches. This means that the children are learning that other people have needs which have to be met which may be different from their own.
63. Staff provide good role models for the children by treating them patiently and with respect. In this way the children learn how to treat one another. Children in the Nursery are beginning to show high levels of independence; they choose the activities they want to do and make decisions for themselves. They are learning to persevere with tasks and will happily spend considerable time at an activity to bring it to a conclusion.
64. The quality of teaching and learning in this area is good in both the Nursery and in the Reception class. Adults help to develop the children's self-esteem by praising them so that they learn that they are able to achieve. A wide variety of activities is provided for the children to develop this area of the curriculum. 'Small world play' is used well in the Nursery so that children learn to work

together. Staff are aware of children's individual needs so that children are supported and feel confident to move on to the next step in their learning.

65. Teachers and the support staff have good relationships with the children, creating an atmosphere where they learn what are the expected patterns of work and behaviour. Voluntary helpers are used every day to help the children achieve their objectives. By the time children leave the Reception class, many have attained the Early Learning Goals in this area.

### **Communication, Language and Literacy**

66. On entering the Nursery, most children's communication, language and literacy skills are below average. Staff use activities to encourage children to communicate and use language for thinking. Stories with the whole class and work in groups are used well to extend children's ideas and to give children opportunities to talk. By the time the children leave the Reception class they know that some words rhyme. The Foundation Stage children are generally confident and chat to visitors enthusiastically, which helps to support their language skills and enables them to express their ideas.
67. Children are encouraged to take books home to share with their parents. Staff help the children to understand the layout of books in lessons by pointing out words and indicating the direction that writing takes. Children enjoy listening to stories and looking at books and by the end of the Reception class some are beginning to read for themselves. They are aware of print and many enjoy reading 'Big Books' with the teacher. Some of the children identify elements of books such as the title and author.
68. In the Reception class most children write their names accurately with correctly formed letters. The more able children write words such as 'mum', 'mat' and 'hen'. During the inspection, children regularly enjoyed using the writing table where they like to write cards. These activities help children learn to write through enjoyment, and to be accurate in their work.
69. Teachers' expectations are high so that by the time the children leave the Reception class, most of them are achieving as well as they are able to. The quality of teaching and learning is good across both classes. Staff assess the children's contributions and use their assessments to plan the next steps in learning. In the Reception class written work is marked carefully so that children understand what is required. Pictures are used to show children that they need spaces between words. These are useful in prompting children and helping them to improve. Children in the Reception class are introduced to the National Literacy Strategy, and every effort is made to ensure that they achieve as far as they can. Despite this, not all children achieve the Early Learning Goals because some have not had enough time to develop their skills of communication sufficiently.

### **Mathematical Development**

70. By the end of the Reception year, children's mathematical development is below average, although good teaching throughout both classes results in steady progress. A group of children explained how they could make ten in different ways, which will help them to manipulate numbers in future learning. They use numbers naturally and confidently without the teacher's assistance. In the Reception class, children competently played a dice game, accurately identifying 'more' or 'less'. Adults help them to count, recognise numbers and use them in context. Many of the children in the Reception class recognise written numbers up to ten and some know larger numbers. They have a growing awareness of the special vocabulary for mathematics, and the teachers use this precise vocabulary naturally so that the children learn its meaning in context.
71. In the Nursery children are supported well through focused groups and develop independent learning. All children participate in learning activities, and those children with special educational needs are supported well by their Individual education plans. The quality of teaching and learning is good in mathematics. Assessments are clearly linked to the Early Learning Goals; consequently, staff plan with specific outcomes in mind. They record children's progress and provide direct teaching to children. Suitable methods of teaching mathematics are provided and children's interests are stimulated by teachers involving them in practical activities, such as

putting pegs on a coat hanger where they can see the numbers changing as more pegs are added. Lessons are planned well and the teaching is good. Despite these positive factors, not

all of the children are expected to achieve the Early Learning Goals in mathematics, by the end of the Foundation Stage. This is because the children will not have had enough time in full-time education to develop all the skills that they need.

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

72. Good teaching through the Foundation Stage, based on a well-planned range of activities ensures that the children make good progress in this area of learning so that most reach the expected early learning stage by the time they move into Year 1. Children in the Nursery investigate nature; for example, they collect and sort leaves or use magnifying glasses to look closely at worms. Adult helpers play an important role in the Nursery and staff ensure that they know what the children are expected to learn. Activities are all linked to clear learning purposes so that all adults know what they are guiding the children to learn.
73. By providing the children with a range of materials so that they use all of their senses, the teachers ensure that they are learning to explore and investigate successfully. Children have opportunities to use materials with different textures, providing a good basis for future work in art and design. Nursery children have a good range of construction toys, which are used effectively to initiate their own learning. In the Reception class children experience a range of materials, which they use purposefully to join, shape and assemble models using construction kits. Observations are used regularly to assess the children's development and to move them forward; for example, they are assessed on their ability to use scissors and to hold pencils and crayons correctly. Computers are available as tools for learning, which the children enjoy using independently. They handle the mouse, the arrow keys and menus confidently.

### **Physical development**

74. By the end of the Reception year children's physical development is average and most children are likely to achieve the expected Early Learning Goals. Children use a selection of simple tools and small equipment to develop their fine manipulative skills effectively. In the Nursery, children enjoyed making sandwiches and eating them. In both classes, they show control and accuracy when using the computer mouse. This gives them a good opportunity to practise gripping small objects, so increasing control of their movements. In the Nursery play area, children have access to climbing equipment. They are encouraged to move over, balance on and climb through the equipment, which they do very confidently. Facilities outside are used well and the children experience a variety of both large and small equipment on a daily basis, enabling them to develop their co-ordination. They enjoy the wheeled toys, and have a large space to manoeuvre them in. They work productively, both independently and with good adult support, to increase their skills.
75. Overall, the quality of teaching and learning in both the Nursery and the Reception class is good in this area of learning. The children develop skills through a wide range of activities. The hall is used regularly for teacher directed lessons, ensuring that the children show an awareness of space and of others around them.

### **Creative development**

76. Overall, the children's progress in the Reception class and in the Nursery in this area of learning is secure. Children's development is promoted through a wide range of experiences; for example through art and music, and by developing their senses through using their imagination and listening to rhymes and poems. In the Nursery the children develop their imagination through role-play and what the school calls 'small world' play. They create their own ideas and explore different scenarios. They create drawings and paintings and benefit from experiencing many different opportunities to learn about textures and colours.
77. Stories are used successfully to help children expand their imagination and express their thoughts. They know songs and rhymes by heart and they participate enthusiastically when

singing them. In the Reception class they benefit from opportunities to sing accompanied by a pianist. They experiment making sounds on a range of both homemade and commercially produced musical instruments. Overall, the quality of teaching and learning is good in both classes and children enjoy a wide range of experiences. Many of the children will have attained the Early Learning Goals by the end of their time in the Reception class.

## **ENGLISH**

78. This is a new school and therefore there is no previous inspection report for comparison, no trend in standards to compare with national averages and no comparative scores. Standards overall are satisfactory. Pupils start school with attainment levels below the national average. Despite pupils learning well and making good achievements, standards remain below national levels at the end of Year 2. Pupils in Years 3 to 6 make good progress so that by Year 6, standards are likely to be in line with national expectations. Results attained in non-statutory tests show that pupils are achieving their potential. Contributory factors are:
- *On entry to school many pupils have poor language skills with much to make up.*
  - *Pupils make good progress as they move through the school as a result of good and very good teaching.*
  - *Assessment is well used to inform planning and to ensure that tasks are well matched to prior attainment.*
  - *Teachers make effective use of the National Literacy Strategy to plan and structure lessons.*
  - *In all classes there is a larger than average number of pupils who are below average but who achieve well in lessons because of the good support they receive.*
  - *Poor attendance amongst some of the pupils results in gaps in their knowledge that hinder their progress.*
  - *The school has identified standards in writing and reading as priority areas for improvement.*
79. Standards in speaking and listening are good. Pupils are provided with many opportunities to explain their answers, thoughts and work to the class. Pupils' confidence in speaking and expressing their ideas develops well as they progress through the school. From the earliest age they learn to listen carefully to the teacher and to one another, so that by Year 6 they have developed good skills. They listen with sustained concentration to their teachers and to each other. Teachers use the chances that arise to extend these skills in other subjects; for example, in music pupils were asked to explain the meaning of the lyrics of a song, and in geography pupils confidently described weather conditions in other countries.
80. Standards in reading are satisfactory. Across the school, whilst for some pupils standards in reading are below national expectations, average and higher-attaining pupils are reaching, and in some cases, exceeding, the nationally expected level. Most pupils enjoy reading and nearly all take books home daily. From their earliest years pupils are taken regularly to the local public library. This helps to establish good reading habits amongst most of the pupils. Many pupils continue to visit the library as they get older, either alone or with their parents.
81. By Year 2, those pupils capable of higher attainment read expressively and fluently and they readily discuss their favourite stories. They achieve standards that are at least in-line with those expected and, in some cases, their attainment is above expectations. Average and lower-attaining pupils, who still experience problems reading more difficult or unfamiliar words, learn to use letter sounds to build up words as well as using picture clues to help them understand the text. For all pupils, books are well matched to prior attainment and this helps to ensure success and enjoyment in reading, as well as providing appropriate challenges for improvement.
82. By the end of Year 6, pupils are reading a wide range of popular children's stories such as J. K. Rowling's Harry Potter stories and books by Roald Dahl. One higher-achieving pupil, who always has three books 'on the go', had just finished reading 'The Fellowship of the Rings', which he discussed with enthusiasm, and confidently explained why it was his favourite book. Lower-achieving pupils still require extra adult help and encouragement in order to achieve the standards expected. They are helped to apply the strategies they have learnt in literacy lessons to work out unfamiliar words and understand the text.



83. Despite good teaching and the resultant good progress, standards in writing in Year 2 are below those expected nationally. This is because the majority of pupils start below average and cannot 'catch-up' by the end of the academic year. Pupils do not consistently use full stops and capital letters correctly, and spelling is often inaccurate. Handwriting is mainly printed and there is confusion over the use of capital and lower case letters. By the end of Year 6, and when receiving support, average and higher-attaining pupils achieve standards that are broadly in line with those attained nationally. There is a high proportion of low-achievers who, despite good support in the classroom, do not yet reach the expected levels. With challenging targets these pupils work hard and were making good progress. Overall, from a below average starting point, pupils show good progress and achieve well as they move through the school.
84. The combination of carefully planned lessons, the well-focused Literacy Hour and good and very good teaching has a beneficial effect on pupils' writing. The development of writing skills such as spelling, grammar, punctuation and handwriting is emphasised throughout the school. As a result, by Year 6 the majority of pupils are achieving satisfactory standards. All pupils are provided with a wide range of opportunities to develop their writing skills. Examples include pupils in Year 1 who use the computer to help them achieve lesson objectives. In Year 2 a very good lesson was seen where the teacher helped the pupils to develop their vocabulary by writing alternative words of more than one syllable and using a dictionary and a thesaurus. In another very good lesson, seen in Year 3, the teacher was helping the pupils to write poetry by developing their knowledge of antonyms, and by drawing their attention to the need for precise wording. By the end of this lesson work of high quality was completed. An extract from a poem reads:
- You'll never guess what I just met!*  
*It was:*  
*"As big as a whale,*  
*As small as a snail,*  
*As fast as Superman,*  
*As slow as my gran..."*
85. In an excellent lesson in Year 4 pupils wrote lengthy, imaginative and fictional accounts of how dishwashers work. In Year 5, pupils wrote explanations of ambiguous statements. In Year 6 they were attempting challenging work in re-writing informal language in a formal style. Pupils' books contained examples of personal accounts of events, of written instructions and of re-telling stories. There were drafts and re-drafts and examples of word-processed work.
86. Pupils are encouraged to record their own ideas from an early age. As they progress through the school they are taught to use correct punctuation and accurate spelling and organise their work in sentences and paragraphs. The most confident pupils in Year 6 use speech marks correctly and are beginning to use punctuation within sentences. This small group of pupils are achieving at standards that exceed expectations, whilst with support, others are reaching standards close to those expected by pupils nationally. Pupils with special educational needs are identified early and make good progress during their time in the school as a result of well-organised and focused support individually and in small groups where specific writing skills are practised and reinforced.
87. Pupils are regularly taught handwriting skills, which are developed to a legible, joined handwriting style. Examples of excellent handwriting were seen in the handwriting practice books, but this was seen only rarely in other work where writing was often untidy and poorly presented.
88. The very attractive school library provides opportunities for all pupils to learn about how a library works, how to find a particular reference book and how to develop their research skills. However, during the week of the inspection pupils used it very infrequently. Few pupils are familiar with classification systems and how to find non-fiction books. Whilst most pupils are aware of alphabetic ordering, their knowledge of how to find sections on particular subjects in an encyclopaedia or how to use an index was limited. This is an area for future development.
89. Teaching in Years 1 and 2 is good, with examples of very good teaching. In Years 3 to 6 teaching is very good with one example of excellent teaching. Teachers use questioning strategies well to involve, challenge and interest the pupils. Planning is detailed and carefully organised in order to support targets of individual pupils. Teachers evaluate their teaching after each lesson, assess

pupils' progress throughout the lesson and work hard to ensure that the task set is appropriate to the current level of the pupils' knowledge and understanding. Targets set for individual pupils are recorded so that they know how to improve their own work. These targets are discussed with pupils and parents and information booklets are made available for parents to assist their child when working at home. Teachers ensure that lessons are challenging for all pupils and that they move on at a good, and sometimes very good, pace. For example, in one very good lesson seen in Year 6, the pupils were studying a formal text about how to make an application for a passport. In this lesson the teacher employed a very good strategy using a series of 'quick-fire' questions to teach new information, re-enforce and assess learning and to develop understanding. As a result, the pupils responded enthusiastically, maintained very good concentration and learnt a great deal of new information in a short time. They were then able to apply the newly learned facts in their writing later in the lesson.

90. Marking in English is inconsistent throughout the school. Work is always marked and, in the best instances, offers comments about what pupils have done to deserve praise and the ways in which pupils can improve their work that are closely linked to each pupil's targets. Sometimes, however, marking consists of a simple tick to indicate that the work has been seen, but offers no advice on how to improve next time. Regular monitoring by the subject leader would help to ensure that the best practice is followed across the whole school. Whilst serving as acting headteacher for the past few months, some monitoring has of necessity been a lower priority than managing the school.
91. The co-ordination of English is good. The subject leader is knowledgeable and experienced and provides good support for colleagues through training, maintains good resource provision, assists with planning and helps to assess pupils' levels of attainment through analysing pupils' work. Monitoring of the teaching of English by observing lessons is under way and is developing well. This work is recognised as an area for continued improvement in order to raise standards, identify and share good practice throughout the school and support colleagues in any areas of weakness.
92. Challenging targets for the National Curriculum tests in Year 6 have been agreed. With the continued good pace of teaching and challenging individual targets, pupils are now on course to achieve them. Taking into consideration the higher than average proportion of low achievers in the class, it is less likely that the school will achieve the national targets for 2003.

## **MATHEMATICS**

93. Standards attained by pupils at the end of Years 2 and 6 are below what is expected nationally in mathematics. This is a new school and so there is no data to show the standards attained throughout the children's school life. The National Curriculum is covered appropriately and good opportunities are taken to reinforce pupils' understanding by referring back to previous work during lessons.

### **Strengths**

- *The teaching is challenging and the teachers are committed to improvement.*
- *Lessons are well planned.*
- *Children's work is assessed effectively.*
- *Teachers have good knowledge and understanding of the subject.*
- *The teaching methods selected and used are good.*
- *Pupils are interested and know what they are expected to learn.*

### **Areas for development**

- *Standards are below the expected levels at the end of Years 2 and 6.*
- *Marking is inconsistent and does not always inform pupils how they might improve.*

94. The pupils in Year 1 understand the patterns made by odd and even numbers. The more confident pupils are beginning to manipulate large numbers. In Year 2, pupils are learning about time and effective strategies were used during a very good lesson to make sure that every member of the class was actively engaged. Children wrote their answers on small individual white

boards, deciding whether to use addition or subtraction, and showed their answer to the teacher. There was no hiding place and every child worked well. By the end of Year 2, pupils have adequate opportunities to investigate the properties of number. The school has identified problem solving as an area for improvement and teachers are providing suitable and varied opportunities for pupils to practise these skills.

95. By the end of Year 6, pupils are used to working quickly to solve problems during sessions of mental arithmetic. Teachers provide appropriate help and support to ensure that the pupils have a range of strategies from which to select the ones where they are most confident. Pupils are learning well and are beginning to gain confidence in using mathematics. Teachers employ good strategies to enable all pupils to be involved during this part of lessons, when they are very careful to pose questions that are well suited to the different attainment groups.
96. In a lesson in Year 3, many pupils demonstrated a clear understanding of the mathematical processes to use when working in multiples of five. A significant number of these pupils are now beginning to understand how to solve mathematical problems which they had previously found difficult. Most pupils, including those with special educational needs, learn systematically and make progress that is at least satisfactory as they move through the school. Pupils positive attitudes and good behaviour and the very good relationships in the school make a positive contribution to this sound progress.
97. Teachers select from a wide range of teaching methods to ensure that all pupils have full access to the curriculum. They have high expectations of how much pupils should achieve. In a very good lesson in Year 5, pupils responded enthusiastically in a class discussion on number strategies. The teacher engaged pupils very well in the introduction and when working individually, pupils achieved well. Pupils' attitudes to their work are generally very good in mathematics. They settle quickly to their work and work hard throughout the lessons.
98. Overall, the quality of teaching is good across the school and some is very good. In some lessons, however, the work is too prescriptive and the introduction is too long and then pupils lose interest and the pace of learning slows. In most cases, teachers offer pupils a good range of learning opportunities both at the start of lessons during mental mathematics and when working in groups. In all lessons, teachers plan well for pupils of all levels of prior attainment within the class. Classroom assistants, including those who work with pupils with special educational needs, support teachers and pupils well. As a result, all pupils make systematic progress. Teachers are enthusiastic and use their good subject knowledge to help the pupils learn. They use correct mathematical vocabulary, which helps to extend the pupils' knowledge and understanding. Pupils show both enthusiasm and concentration, responding very well to the high expectations of the teachers.
99. The National Numeracy Strategy is well established but the effect of the good teaching across the new school has not yet had time to lift standards to the expected level. Most teachers outline the lesson objectives clearly at the beginning of the lesson so that the pupils are clear what they are going to do and what is expected from them. In the best teaching, skilled questioning and discussions are used well to extend the pupils' learning. Although teachers have high expectations of pupils' learning, their expectations of the way in which pupils should present their work are not consistent throughout the school. Marking not always constructive so individuals do not always understand how they might improve their work on a daily basis.
100. The leadership and management of mathematics are sound. The subject leader, who is new to the post, is aware of some of the areas where improvements should be made. There has been careful analysis of assessments and test results, which has been used to identify areas where the pupils are not achieving as well as they might. The subject leader has worked with the teachers in addressing these issues. As a result, there is now much greater emphasis on problem-solving throughout the school. The school has undertaken a programme of monitoring in the subject; work has been analysed and teachers' planning checked and plans to observe lessons are in place. From this evidence the subject leader has begun to identify areas for development so that standards in the subject can be raised throughout the school.

## **SCIENCE**

101. Standards of attainment at the end of Years 2 and 6 are on course to reach national expectations. The school has introduced a rigorous programme of investigational and experimental work. The success of this work is reflected in the most recent school test results when all of the pupils, including those with special educational needs, attained at levels that were close to national expectations. For this reason, teachers are extending the opportunities for pupils to pursue investigative work rather than just learning and repeating facts.

102. The school believes that this is proving to be successful because:
- *there has been attention to detail and challenge in the way that science is being taught;*
  - *teaching is good because teachers have good knowledge and understanding and plan carefully;*
  - *work is matched carefully to the prior attainment of pupils;*
  - *pupils are encouraged to learn through investigation, experimentation, personal research and independent enquiry, well supported by the teaching staff.*
103. Inspection evidence indicates that pupils achieve well as they move through the school. Pupils with special educational needs make progress at the same rate as their friends because of the good support they are given by the teachers and learning support assistants. For example, in a lesson in Year 1 pupils investigating the requirements for growth of seeds devised ways of establishing a set of experiments to test their ideas and predictions. They placed seeds in a number of places and listed the conditions in which they were placed. Pupils predicted that seeds needed light and water but inspection of the seeds at a later date showed them that they also needed warmth and a medium into which to send down roots. When checking the results with their hypotheses, a word much liked by the class, they were pleased to find that some of their ideas had been accurate. Other investigations were used as clues to explain what had happened to some of the seeds that had not grown as expected. Pupils worked out by observation that some of the selected environments had been poor choices, such as those for seeds left without water in the refrigerator.
104. The analysis of completed work shows that by the end of Year 2 pupils have made progress in their knowledge and understanding and in their investigation skills. They know the different parts of the body and identify these by drawing labelled diagrams. Through their study of healthy foods and their involvement in green issues, they know which foods are important for the body. They are skilled in relating different materials and their properties to different uses in commercial or daily life, and how they have been used at different stages of building around the school. They understand and can explain which materials are translucent, transparent or opaque.
105. By the end of Year 6, photographic evidence and work in books shows that pupils know more facts about the human body and how to keep healthy. They develop their knowledge and understanding of a fair test by investigating, for example, what happens when different liquids are kept in varied conditions and their rate of evaporation is recorded. Pupils investigate different plant habitats around the school. They are encouraged to formulate hypotheses, carry out investigations and draw conclusions based on careful detailed observation and measurement. When investigating the resistance of electrical components in a circuit pupils made sensible suggestions as to how to set up tests that reflected measurable results that enabled them to make fair comparisons. They reported these to the class making very clear judgements as to how reliable their tests had proved to be. The school uses information and communication technology well to support learning in science through the use of videos, spreadsheets and CD-ROMs. Pupils use stored data and present it to the class in the form of pie charts, line graphs and bar charts. They are confident when explaining their findings to other groups
106. Teaching is consistently good in all classes and was very good in all of the lessons seen between Years 3 and 6. Learning is good as a result of the very secure knowledge and understanding of the teachers and is developed from a well-structured set of plans that set out exactly what pupils are expected to learn in each class. These plans are based on the latest national guidance and have been adapted in conjunction with guidance contained in a number of commercial schemes. Teachers collaborate sensibly to ensure that work in each year builds on that completed earlier. They use time towards the end of the lesson to assess learning and to ensure that pupils know what they have learned. This was demonstrated well in a lesson in Year 5 when individuals their results with pupils in other groups. They discussed how they would record this investigational work and how their ideas might be shared with other classes using the computers.
107. Lessons are well organised and well managed. In classes for younger pupils, learning classroom assistants and volunteer helpers are used very well to support the learning of all pupils, including those with special educational needs. There is effective questioning that draws on pupils' previous learning and extends their thinking. Teachers motivate pupils by their own enthusiasm.

Pupils' concentration as they work co-operatively in their groups has a positive effect on their learning during lessons. Pupils work together well and teachers plan that groups are required to undertake some element of independent learning. Pupils have very good attitudes to science and behave well. The relationships between pupils and between pupils and all staff are very good.

108. The knowledgeable subject leader manages the work in science very well. She has a clear view of how opportunities for learning should be developed across the school. Equipment and resources are adequate at the present time but as more of the plans come on stream new equipment will be required. There is provision for this in the current school improvement plan. The results of voluntary tests and teachers' own assessments of attainment are carefully analysed to identify any weaknesses in pupils' learning. Subsequent planning takes account of this work. This information is used very carefully to track the progress of individual pupils and groups and to set targets for these pupils. The school is well aware of the learning and progress of pupils. Teachers have used data collected before the inauguration of the new school to assist them in this work. During assessment meetings teachers together monitor completed work. The subject leader has observed lessons in other classrooms and has worked alongside colleagues to share their experience and expertise. These sessions are helping all teachers to make changes to their individual patterns of work, are now beginning to drive standards towards those expected for all pupils.

## **ART AND DESIGN**

109. Overall, standards in art and design are average throughout the whole school. By the end of Years 2 and 6 the work seen met national expectations. This is because:

### **Strengths**

- *Pupils are interested and involved in their learning.*
- *Pupils are aware of how well they are learning and what to do to improve their work.*

### **Areas for development**

- *Raise the profile of art and design in the school by implementing the subject leaders action plan.*
- *Extend the scope and range of materials and resources to enable pupils to have greater experiences.*

110. Pupils throughout the school, including those with special educational needs, make satisfactory progress in developing their skills. Inspection judgements have been made on the basis of observations of lessons, examination of pupils' work and discussions with the subject leader, teachers and pupils. The scheme of work is based on national guidelines, supported by additional material.
111. By the end of Year 2, pupils have appropriate skills in designing and making a range of work. Pupils in Year 1 have studied portraits painted by famous artists and have painted self-portraits. They have also experimented with fabrics and different types of weaving. They are developing good observational skills; for example, when they draw what they can see through a simple frame. In Year 2, children are learning to use the computer to develop their design skills. They have investigated the work of Mondrian and have created their own pictures in the same style. They have also done work in the style of Picasso and Monet.
112. By the end of Year 6, pupils attain satisfactory skills overall. There are good links made between art and design and other subjects, such as in history when pupils study the life of the ancient Greeks. During this term, pupils are concentrating on using computers to generate pictures and designs to complement their work in art and design. There are good links with mathematics; for example, when pupils in Year 3 created interesting repeating symmetrical patterns.
113. Pupils have taken part in a number of interesting projects. In Year 3 pupils had a visit from a photographer, who gave them the opportunity to experiment with techniques that they had not experienced before. They made pinhole cameras and their photographic work was developed

well. Pupils in Year 5 made fabric banners to reflect their work in history. They used paint and fabrics effectively to create impressive pieces of collaborative work, with interesting textures and bold colours.

114. Overall, teaching is sound in Years 3 to 6 and pupils' learning is satisfactory. Insufficient lessons were seen in Years 1 and 2 to make an overall judgement on teaching but in the one lesson observed the quality of teaching was good. Pupils throughout the school enjoy the subject and work hard to achieve their results. They are interested in learning different techniques and they enjoy participating in the lessons. Even the younger pupils persevere well with the planned activities to achieve their objective. Lessons are planned appropriately and suitable teaching methods are used to engage the pupils and motivate them. Over time, however, the pupils have access to a limited range of resources so that their experiences are not as rich as they might be. The available evidence indicates that pupils do not have sufficient opportunities to create three-dimensional work or to experiment regularly with a wide range of stimulating materials. Information and communication technology is used very effectively in the subject and pupils have a good range of experiences in using the computer for research and design.
115. The teachers question the pupils effectively and this helps to promote pupils' thinking about the process and purpose of design. Staff manage the behaviour policy very well and the pupils respond by listening carefully and co-operating well. Teachers offer good guidance by working alongside the pupils and making suggestions for improvement. Pupils with special educational needs have full access to the curriculum.
116. The subject leader for art and design is new to the job and has not yet had time to put her plans for improvement into place. The school has identified art and design as an area for development in the school and teachers are more than ready to work together to raise the profile of the subject.

## DESIGN AND TECHNOLOGY

117. This subject is taught in blocks by the school undertaking design and technology days for pupils of all ages each half term. It was not taught during the week of the inspection. Judgements were made from an analysis of pupils' work, displays, published reports and policy documents, as well as through discussion with pupils and teachers. The evidence indicates that standards of attainment are in line with national expectations at the end of Year 2 and above expected levels by the end of Year 6. All pupils, including those with special educational needs, make good progress as they move through the school. The standard of design exceeds that found in most schools nationally and the pupils' ability to evaluate work in progress and to suggest ways of improving is evident in their design books and in their discussions of completed work. These elements help to raise the overall levels of attainment because:
  - *the school works hard to ensure that all of the requirements of the National Curriculum are met;*
  - *pupils' acquisition of skills, knowledge and understanding are tracked carefully;*
  - *teachers are knowledgeable and plan well and their enthusiasm captures and maintains pupils' interest;*
  - *imaginative tasks challenge pupils' thinking; skills learned are transferred readily to other projects;*
  - *information and communication technology is used well to support learning;*
  - *the subject leader works to ensure that the progression of skills in one subject supports that in others;*
  - *planning for the subject provides clear guidance on the skills and techniques required to develop and monitor pupils' progress.*
118. No teaching was observed during the inspection but all teachers are enthusiastic and well organised. Their confidence and enthusiasm captivates pupils' imagination and makes them eager to work and learn. Teachers' planning is detailed and lists very clearly the different skills and techniques to be learned or extended. Teachers question pupils about their ideas and, when working in small groups, they in turn question their own decisions and those of their friends as they work.

119. Displays from a design and technology day reflected the progress made from the youngest classes to the highest quality work completed by pupils in Year 6 during a special day. The work shown was especially interesting as it clearly demonstrated how pupils' skills and techniques developed over time as their understanding of available materials developed. From picture designs and models made from boxes in Year 1, pupils went on to make wheeled vehicles in Year 2. Older pupils experiment with cogs and gears to make models work and others made containers for money using card, ceramics and fabrics. Through the classes for pupils in Years 3 to 6 they have devised many ways of creating joins to support substantial structures. The completed work on display had a good finish. The comments written by pupils, as they reviewed their initial designs and recorded their evaluations, about ways in which their constructions were fit for their purpose were in some cases more perceptive and therefore more impressive than the completed objects. Their ideas about how their work might be improved were equally good. Through links with the local secondary school, work has been begun to design and make a robot of a standard to compete in a national television competition for remote controlled robots. These early plans will be linked very closely with the developing work in information and communication technology.
120. Written comments in the pupils' well-used sketchbooks indicate how the teachers challenge pupils' thinking. These sketchbooks are used as practical tools to plan new work with groups of pupils building on past experiences. Pupils automatically look for additional information in school library books and on the Internet, which they frequently choose for research, rather than books. When pupils have found satisfactory answers to their prepared questions, they speak clearly and confidently as they share their findings with the class.
121. Practical assessment procedures are managed well by teachers, who use a detailed but readily accessible computer program to ensure that pupils experience all of the required elements of the curriculum. This information is used to assist with subsequent planning. Information and communication technology, including videos, the Internet and CD-ROMs, is used effectively to support pupils' learning. Pupils willingly share information with the class and teachers are keen to use such extra support. The school is working hard to extend opportunities to promote learning.
122. The subject leader is very knowledgeable and skilled and gives freely of his time to support colleagues. Expertise is shared readily and completed work is displayed well. There are well-kept records of successful projects. The school has created good opportunities for teachers to work co-operatively as a team. Teachers from other schools have observed the work at this school and many have adopted a similar strategy for developing the subject in their own schools. The development of design and technology in the school has played an important role in building the confidence of pupils and teachers and in developing the potential for good cross-curricular links.

## **GEOGRAPHY AND HISTORY**

123. These subjects are studied as part of a rolling programme where more emphasis is placed on one or the other each half term. The analysis of work in books and on display, lesson observations and policy documents show that standards are in line with national expectations in Years 2 and 6 in both history and geography. Pupils of all levels of attainment learn well and make steady progress as they move through the school. Standards are in line with those expected nationally because:
- *teachers plan their lessons carefully;*
  - *teachers capture the interest and maintain the interest of the pupils in every lesson;*
  - *teachers have good subject knowledge;*
  - *assessment data is used to monitor standards and to plan future lessons so that tasks match the prior attainment of all pupils;*
  - *information and communication technology is used appropriately as a tool for learning.*
124. Teachers provide good opportunities for children to learn about the past and the ways of life of people long ago, or those that live in other countries. They do this by providing first-hand experiences, such as handling objects and visiting places of historical and geographical interest



both near to home and further afield. For example, pupils in Year 1 enjoyed using a mangle, washboard and tubs as a practical way of developing their knowledge and understanding about some of the changes that have taken place in the home overtime. Pupils in Year 5 visit the Peak District to learn about geographical features. Teachers choose topics that appeal to the pupils' interests. By studying the lives of famous people, such as Queen Victoria or Florence Nightingale, pupils acquire a secure knowledge about the period and some understanding about the differing aspects of the Victorian era. They visit Victorian areas of Mansfield and learn about the differences between the rich and the poor that existed in those times. Pupils confidently describe different climates and life-styles in other countries such as Turkey.

125. Throughout the school, teachers expect children to explore books, photographs and objects of interest that are provided for information. Information and communication technology is also used effectively. It is used to present new knowledge to pupils, as a means of providing well-presented final drafts of their work through word-processing and as a means of motivating them to research for themselves. In a good lesson in Year 6, pupils planned and produced brochures and booklets about rivers. The pupils used the Internet, books and written information provided by the teacher to produce accurate and attractive information for future use by pupils in geography lessons in Year 3. In another lesson in Year 5, a small group of lower-attaining pupils used the Internet to find out more about Greek gods.
126. Teaching overall in history and geography is satisfactory. No history lessons were seen in Years 1 and 2 and therefore it is not possible to make a judgement on teaching standards there. In Years 5 and 6, the teaching of history was at least satisfactory, with one very good lesson in Year 6, which challenged pupils and extended their knowledge and understanding as a result of the very good pace of the lesson and very good questioning by the teacher. Lesson plans are detailed and include challenging activities to enable pupils to consolidate and extend their skills as well as their knowledge and understanding. Teachers assess learning through good use of questioning as well as through written work. Assessment is used well to inform subsequent planning. Marking is inconsistent. In the best examples it highlights aspects of work that deserve praise and includes suggestions as to how work could be improved. Sometimes it consists of only a tick to indicate that the work has been seen. This is an area for future development in order to ensure that best practice is used throughout the school to help raise standards.
127. These subjects are managed well. The subject leaders regularly monitor teachers' lesson plans and pupils' work to make certain that the policies and schemes of work, which are based on national guidelines, are implemented. This ensures continuity of provision and progression in pupils' learning throughout the school. A timetable for monitoring teaching and learning in history and geography has been drawn up for implementation in the summer term. Subject leaders ensure that resources match the curricular requirements, which include identifying places of interest for pupils to visit, and involving members of the local community in talking with pupils about their experiences. Both leaders attend regular training sessions in order to develop their own leadership skills.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

128. Pupils' attainment at the end of Years 2 and 6 exceeds national expectations. This is chiefly because:
- *teachers are all confident about the use of computers and encourage pupils to make good use of them in lessons across the curriculum;*
  - *the school has shared in a successful programme of training, teaching and learning;*
  - *the school is very successful in providing as many ways as possible for pupils to access hardware and software in all subjects;*
  - *the regular use of computers in class as well as in the computer suite enables pupils to use computers to support their independent learning.*

129. All of the teachers have benefited from a range of training, both government funded and that organised locally. As a result, pupils are learning increasingly complex skills, for instance in using a range of programs to organise their work and research and present it to the whole class.
130. Evidence from the lesson observations and from observations of pupils working independently at computers in classrooms in other curriculum areas indicates that pupils use computers well to support many areas of their learning and are making good progress. The newly built computer suite is very well equipped and is well able to support teachers' and pupils' needs. Pupils use information and communication technology regularly in other subjects as part of their programmes of study across the curriculum. Pupils from Year 1 upwards understand how to 'log on' to the system and are able to use the computer mouse accurately, highlighting and selecting icons and changing fonts. Older pupils are adept at negotiating their way confidently through complex 'menus'.
131. In Years 1 and 2, pupils use a graphics program to create patterns and add pictures to illustrate their stories. Using a word-processing program, they write stories and create imaginative labels for their work or design covers for collected stories. Pupils enjoy demonstrating how they program 'floor robots', working in pairs and estimating how many lengths it will take to get to a certain point and programming this into the robot machines. Pupils make informed estimations and race their robots up and down the room using combinations of two or three moves to reach the winning post. In tasks involving data handling, pupils in Years 1 and 2 were seen developing their understanding of the use of information and communication technology to sort and store lists of information. In Years 3 to 6 these data handling skills are almost automatic and pupils experiment with different programs to display stored data in the most useful way. Sometimes they use pie charts or select line graphs or bar charts. By using different colours to record a range of findings, when comparing graphs pupils are enabled to make rapid but sensible deductions about their work in science and geography. Pupils understand how to select appropriate 'icons' for tools, adding additional elements and changing colours. Pupils readily change the font, size and colour, resize the graphics and move them around the page. This was seen to good effect in a geography lesson where pupils planned work to inform pupils in Year 3 about the great rivers of the world, including the Nile and the Amazon rivers. Pupils use software programs to draw regular geometric shapes, and can write a procedure for doing this so that others can follow the instructions and replicate the work. They manipulate regular and irregular shapes to design modern, contemporary and futuristic classrooms with ease. Some are using information and communication technology to prepare their work for the design of a playground for a competition set by the School Council.
132. The quality of teaching and learning in information and communication technology lessons throughout the school is at least good. Some teaching is excellent. Where learning was good or better, this was due to well-planned and well-supported activities that motivate pupils well. Teachers manage their classes well and plan their lessons with good purpose and clarity. Pupils' attitudes and behaviour are good; they are eager to work on the computers for as long as possible and would willingly work through break-times. Pupils of all ages work together appropriately, persevering, taking turns, and working independently where required.
133. The effective leadership by the subject leader and the adoption of a set of well-organised teaching and learning plans for the subject have ensured that clear and steady progression in the required skills is now firmly in place through the whole school. The nationally funded in-service training undertaken by all teachers has led to a significant improvement in their confidence in the subject and, in turn, to the improved quality of teaching and learning. Additional equipment for information and communication technology, such as programmable floor robots and digital cameras, is used very effectively. Very good use is made of information and communication technology in subjects such as English, mathematics, science, history and geography.

## **MUSIC**

134. Standards of attainment are good and exceed national expectations by the end of Years 2 and 6. Pupils sing in tune and enthusiastically. They listen carefully and evaluate their own and other's

performance sensitively and accurately and in a way that helps them to improve. The teaching and learning of music are strengths of the school because:

- *pupils listen carefully and enjoy music of all types;*
- *pupils sing together in tune and with skill and pleasure;*
- *pupils perform confidently in front of others;*
- *pupils are confident when composing and evaluate their work in a way that helps them to improve;*
- *teaching is good;*
- *the subject is well managed by an enthusiastic subject leader.*

135. From their earliest days at school pupils are provided with a range of opportunities to experience and participate in musical activity and make good progress as they move through the school. They sing each day in the assembly and frequently have the opportunities to listen to 'live music' that is performed by other pupils or, as seen during the inspection, by visiting adults. They have opportunities to learn to play the guitar and violin as well as regularly using tuned and untuned instruments in their class lessons. The choir, which is of a good standard and very popular, rehearses each week and is currently open to pupils in Years 4 to 6. It has taken part in concerts organised with neighbouring schools and the subject leader has plans to extend its performances to other areas of the community. These ventures increase pupils' skills in performing and are valuable aids in the learning process.
136. No lessons were seen in Year 2, but in good lessons seen in Year 1 pupils sang with expression, maintained a steady beat when playing instruments and evaluated a recording of their own composition. They achieved standards above those normally achieved by pupils of their age. In Years 3 to 6 pupils develop their musical skills through composition and performance. They are encouraged to listen to each other, help one another to improve and to use correct musical terms.
137. Overall, teaching is at least good. Some very good teaching was seen in Year 3, where the pupils used spoken voices to compose their own 'song' and added their own accompaniment with careful use of a range of instruments. An example of excellent teaching was observed in Year 5, where the teacher skilfully led a lesson which required the pupils to evaluate their own performance and accompaniment of a song that they had recorded in an earlier session. Because the teacher encouraged careful listening and well-thought-out comments, the pupils established very good ways to improve performance in their next lesson.
138. The subject leader is knowledgeable and enthusiastic. He monitors teachers' planning in order to ensure continuity in the way the subject is taught and good progress in pupils' learning. Assessments of pupils' work are used to inform the planning of future lessons. Although there is provision for pupils to compose on the computers, no evidence of the use of information and communication technology was seen during the inspection.

## **PHYSICAL EDUCATION**

139. The overall attainment of pupils at the end of Years 2 and 6 is in line with the nationally expected levels. During the inspection, pupils were observed in gymnastics, dance, games and swimming. Both boys and girls develop appropriate skills as they play a range of ball games including football, 'kwik cricket' and hockey. The school grasps every opportunity for pupils to take part in competitions. Teachers' records indicate that attainment in swimming meets the expected levels and most pupils attain the recommended 25 metres before leaving school. Pupils enjoy swimming and make good progress. Pupils of all abilities make good progress in physical education throughout the school. These positive outcomes have occurred because:
- *the teachers are knowledgeable and manage pupils well;*
  - *pupils listen carefully to instructions and comply with requests quickly without wasting time;*
  - *skills are taught well, reinforced systematically, and assessed and evaluated regularly;*
  - *the school seeks all possible opportunities to extend the range and scope of physical opportunity that is presented.*

140. By the end of Year 2, pupils develop their physical strength by balancing and carefully controlling their movements in a confined space. They demonstrate that they can move safely in different directions and stop quickly on a command from the teacher. Pupils develop confidence, co-operative skills and spatial awareness as they find imaginative ways to move. They skilfully translate their sequence of movements from floor exercises to work on the apparatus. By watching the performance of others, they learn to evaluate what they are doing and improve their own efforts. Their skills in evaluating good work and in offering ideas for improvement are a natural part of every lesson and are particularly good.
141. In Years 3 to 6, pupils refine and increase the ways in which they can move. They understand how to work together to blend sequences and create elaborate and repeating patterns. Gradually, they develop these sequences to a high standard and perform them well using larger apparatus such as agility tables, benches and mats. They work to create symmetrical balances and spin from one balance to another with grace and agility. Pupils evaluate their own performances by comparing what they do with demonstrations given by other members of the class. Suggestions as to how their friends might improve their performance are sensible and are well thought out. In all classes, pupils have a good understanding of safety and how to move apparatus with care. They appreciate the importance of warming up and cooling down when exercising. In dance lessons pupils in younger and older classes perform to recorded music using a range of ethnic music and rhythms. Sometimes a 'leader' sets the first pattern using a single instrument and other pupils develop their dance with good variation of speed and intensity. They work well as individuals and with partners and groups, building their patterns to create very pleasing collaborative performances.
142. The quality of teaching and learning is good. Lessons are carefully planned and move at a brisk pace, with little time wasted. When necessary, teachers give appropriate demonstrations and handle pupils' responses very effectively. This gives the pupils a clear idea of performance techniques and enables them to improve their skills. Relationships with other pupils are very good and lessons provide very good opportunities for pupils to extend their health and fitness. Pupils with special educational needs make equally good progress because they are well supported by classroom assistants at all times.
143. The subject leader has clear objectives for the subject and with the previous co-ordinator has developed the curriculum well, with planning based on national guidelines and relevant in-service training. He is personally skilled and very enthusiastic, and takes every opportunity to promote the subject within the school and through membership of groups to support sport outside school. The school benefits from links with the county cricket team and with the local professional football club. The school's ethos of fair play and involvement by all is clearly present in the team spirit that pupils show in games and outdoor activities. Physical education makes a good contribution to pupils' social and moral development.

## RELIGIOUS EDUCATION

144. By the end of Years 2 and 6, standards in religious education are satisfactory and meet the expectations of the Nottinghamshire Locally Agreed Syllabus. It was not possible to observe any lessons in Years 1 and 2 and only a small amount of lessons involving pupils in Year 3 to 6. Evidence gathered to support judgements about the subject included analysis of pupils' work in their books and on display; interviews with teachers; discussions with pupils; and scrutiny of teachers' planning for religious education. These standards are achieved because:
- *pupils have opportunities to learn about the faiths and traditions of others;*
  - *pupils are provided with opportunities to discuss and learn more about their own faith and traditions;*
  - *the subject is well managed and monitored by the subject leader.*
145. Pupils in Years 1 and 2 learn about Christian festivals and traditions such as harvest and Christmas and the importance of the need for rules in everyday life. They know about the

parables of Jesus and are developing a secure understanding of their meaning. Pupils in Years 3 to 6 learn about the importance of prayer in Christianity and other religions and investigate the beliefs and practices of a range of religions such as Islam, Hinduism and Buddhism.

146. No overall judgement can be made about the quality of teaching in Years 1 and 2. In Years 3 to 6, teaching in religious education is satisfactory overall. In one particularly good lesson, the teacher used a range of strategies, 'open' questions and imaginative visual aids that helped to maintain the interest and enthusiasm of the pupils as they learned about Peter's denial of Jesus and discussed the meaning of friendship. Teachers make satisfactory provision in planning lessons to challenge and involve pupils of all abilities at their levels of need. Throughout the school, teachers place insufficient emphasis on the need for pupils to record what they have learned and to express their thoughts and ideas in writing. The use of information and communication technology is limited, although pupils in some classes have used the Internet to research the traditions and customs of different faiths.
147. The subject leader manages the subject well. She scrutinises samples of pupils' work each half term and regularly monitors teachers' planning. Systems for observing the teaching of the subject are in place and developing. The subject leader provides good support for colleagues by assisting them in their planning of lessons, devising systems for, and advising teachers on assessing the quality of the work of pupils, ensuring that resources are available and establishing priorities for the future development of the subject. Arrangements are made for members of the clergy to visit the school on a regular basis and for pupils to visit the local church. Opportunities to visit other places of worship are currently being investigated. The subject leader regularly attends training sessions and workshops in order to develop her personal expertise and to contribute to the current review and revision of the agreed syllabus.