

# INSPECTION REPORT

## **SUTTON ROAD PRIMARY SCHOOL**

Mansfield

LEA area: Nottinghamshire

Unique reference number: 133277

Head teacher: Nicola Davies

Reporting inspector: David Marshall  
27681

Dates of inspection: 17<sup>th</sup> – 20<sup>th</sup> March 2003

Inspection number: 249036

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

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3 to 11

Gender of pupils: Mixed

School address: Moor Lane  
Mansfield  
Notts

Postcode: NG18 5SF

Telephone number: 01623 455920

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Appropriate authority: Governing Body

Name of chair of governors: Simon Lile

Date of previous inspection: N/A

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
David Marshall 27681 Registered Inspector	Art and design Design and technology Physical education English as an additional language Foundation Stage	How high are standards? How well are the pupils taught?
Helen Griffiths 9446 Lay Inspector		How well does the school work in partnership with parents? Pupils' personal development and attendance.
Christine Canniff 18703 Team Inspector	English Music Equal opportunities	Provision for pupils' spiritual, moral, social and cultural development
Peter Dempsey 32706 Team Inspector	Information and communication technology Religious education	How good are the curricular and other opportunities offered to pupils?
John Evans 20404 Team Inspector	Science Special educational needs	How well is the school led and managed?
Malcolm Heyes 30439 Team Inspector	Mathematics Geography History	How well does the school care for its pupils?
Susan Leyden 2423 Team Inspector	Individual Needs Centre	

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

### **INFORMATION ABOUT THE SCHOOL**

Sutton Road opened as a new primary school in September 2001, after a major re-organisation in Mansfield. In their first year September 2001-2002, they did not have a Year 6. This year they have been an all-through primary school for the first time. The school is situated in the Titchfield Ward, which is an area deemed to have a high level of social deprivation. There are 378 pupils on roll. There is a 40-place nursery – with 59 part-time children at the moment. There is an Individual Needs Centre (INC) on the site for pupils up to Year 7, which provides for pupils with autistic spectrum disorder. Of the full-time pupils in the main school, 180 are boys and 157 are girls. They are organised into separate age classes for Years 5 and 6, and mixed age classes for Years 1 and 2 and Years 3 and 4. Of the statutory school age pupils, six are from an ethnic minority background, which is well below the national average. There are 13 pupils with English as an additional language – but all are fluent English speakers and do not receive additional support. Pupils' attainment on entry is well below expectations for their age. There are 94 pupils with special educational needs, 25 per cent of the school roll, which is above the national average. Ten pupils have statements of educational need – again well above the national average. Around 25 per cent of the pupils in the school are eligible to claim free school meals – this is above the national average.

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

Sutton Road is a good school that provides a happy and stimulating learning environment for its pupils. There is a very positive ethos, and staff and pupils work hard. Pupils achieve well and reach standards in English and mathematics in line with expectations for their age by the time they leave the school. The quality of teaching is good; pupils are challenged and make good progress whatever their previous attainment. The school provides a broad curriculum. It also provides very well for the pupils' personal and spiritual development. The head teacher's contribution is outstanding and, with the senior teachers, she leads the school very well, with good support from all staff and the governing body. The school provides good value for money.

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

- Pupils achieve sound standards in the core subjects of English and mathematics despite their often low starting point.
- Pupils achieve good standards in music, design and technology, physical education and information and communication technology by the time they leave the school.
- The quality of teaching is good throughout the school.
- The school is very well led and managed by the head teacher, the deputy head and other key staff.
- The school's provision for pupils' spiritual, moral and social development is very good. As a result, their personal development is very good and they behave very well.
- Staff promote a very good ethos for learning through the broad curriculum and the very good range of additional activities.
- The support staff, caretaker and administrative staff make important contributions to the effectiveness of the school.
- The school's relationships with parents are very good.

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

- The monitoring and assessment of pupils' progress in subjects other than English, mathematics and science.
- The provision for the pupils' multicultural development so that they appreciate their place in a multiethnic society and the contribution made to learning from outside Europe.

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

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

Due to the re-organisation of schools in Mansfield, Sutton Road Primary is essentially a new school and therefore comparisons with earlier inspections are not appropriate. Staff, parents and governors have worked extremely hard in the last 18 months and consider that the opening of the new school has been accomplished very effectively and represents a very considerable achievement for all concerned. Inspection evidence confirms this view.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on National Curriculum test results.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
Reading	n/a	n/a	C	C	well above average A above average B average C below average D well below average E
Writing	n/a	n/a	D	D	
Mathematics	n/a	n/a	C	C	

The results in reading and mathematics in national tests for seven year olds in 2002 when compared with all schools were average. This is also the case when their results are compared with those in similar schools. In writing, pupils' standards were below average in both cases. There are no results available for pupils aged eleven as this year, 2002-2003, is the first time the re-organised school has had this age group.

Although children make good progress in the Foundation Stage, their attainment in most areas of learning is below what could be expected for their age by the time they enter Year 1 due the low starting point for most of them. At the end of Key Stage 1, pupils are achieving average standards in reading and speaking and listening, but writing is still below expectations for their age. Standards in mathematics are in line with those expected. Teacher assessments show pupils' standards in science at the age of seven are also average.

There is a strong emphasis on literacy and numeracy throughout the school, ensuring that pupils achieve well in these areas, and the good quality of teaching has a positive impact on their learning across the curriculum. As a result, pupils of all abilities achieve well, including those with special educational needs, or with English as an additional language. The school has targets for pupils to attain before they leave the school at the end of Year 6. These targets, now based on the school's own good assessments in English and mathematics, indicate that standards are set to continue to improve, and pupils will achieve in line with expectations for their age in all aspects by the time they leave.

The inspection finds that, by the age of eleven, pupils' attainment is average in English, mathematics and science. In other subjects, standards in religious education, art and design, history and geography are in line with those expected at the end of both Key Stage 1 and Key Stage 2. In music, design and technology and physical education standards are also in line with those expected at the end of Key Stage 1, but above expectations by the time pupils leave school. In information and communication technology (ICT) standards are above those expected for their age at the end of both key stages.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils' attitudes to learning are very good. They show great interest in their lessons and concentrate very well. They listen very well to their teachers and are eager to contribute to discussions.
Behaviour, in and out of classrooms	Very good. Pupils' behaviour is very good in lessons, in assemblies, in the playground and at lunchtimes. As a result the school functions well as an orderly community.
Personal development and relationships	Very good. Pupils' personal development is very good. They are friendly and polite to everyone. Relationships are very good, between teachers and pupils and among pupils.



Attendance	Satisfactory. Attendance rates and unauthorised absence figures are now in line with national figures.
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Pupils' personal and social development is very good and a strength of the school. There are many good opportunities for pupils to take responsibility and they take them seriously.

## TEACHING AND LEARNING

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

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

Teaching is good throughout the school, and often very good or excellent. None of the lessons observed was unsatisfactory. Teaching is equally strong in all parts of the school. The teaching of children in the nursery is consistently good. The good quality of teaching throughout the rest of the school enables pupils to make good progress in both key stages. Teachers' knowledge and understanding of the curriculum are good throughout the school.

Teaching of English and mathematics is good and literacy and numeracy skills are taught well throughout the school. In all classes teachers are skilful and work very hard for the benefit of their pupils. ICT is now also taught effectively across the curriculum. Teachers manage their classes very well with a range of strategies to ensure that pupils are fully engaged in learning. Lessons are generally managed with good pace because they are effectively planned, resources are well prepared and explanations and instructions are clear. Teachers and classroom assistants have very good relationships with pupils and this contributes most positively to the whole ethos of the school, encouraging and valuing learning and good behaviour. They have good questioning skills, which enables them to engage pupils' attention, to consolidate or extend learning and to assess understanding. Teachers value pupils' responses, which encourages pupils to answer, and makes them feel good about themselves and so they learn more quickly. In the best lessons, teachers are able to challenge their more able pupils effectively with carefully chosen questions to extend their thinking. As a result of the good teaching they receive, pupils' learning is good. The teaching for pupils with special educational needs is good. Teachers are sensitive to pupils' individual needs, for example, when questioning or setting work. Learning support assistants make a very valuable contribution to provision. They work closely with teachers to ensure that work is carefully planned to meet pupils' needs and promote effective inclusion.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum throughout the school is broad, balanced and rich in its provision for all pupils. In the Foundation Stage and Key Stage 1 it is good. The quality and range of learning opportunities for pupils in Key Stage 2 are very good.
Provision for pupils with special educational needs	Good. The curriculum provision for pupils with special educational needs is good. The targets set in pupils' individual education plans are clear and practical. Support in class and group work is carefully planned to improve pupils' progress and promote inclusion of these pupils in all aspects of school life.
Provision for pupils with English as an additional language	Good. Whenever necessary, teachers provide good supporting lessons for pupils who speak English as an additional language. Good individual language plans support pupils with their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	Very good. The provision for pupils' spiritual, moral and social development is very good. It is satisfactory for their cultural development although opportunities for pupils to learn about how to live in today's multicultural society are underdeveloped.
How well the school cares for its pupils	Good. Procedures for child protection and ensuring pupils' welfare are good. The monitoring and promotion of attendance are good. Teachers know their pupils well

	and they make good assessments of their work in English and mathematics. Assessment in other subjects is still being developed and is not yet being used effectively to provide appropriate challenge for pupils in all lessons.
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Parents are very supportive of the school and all that it does for their children. The very good provision of extra-curricular activities is a strength of the school and enhances the overall curriculum very well.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The head teacher is a skilled, imaginative leader with a clear, well-informed vision for the school. The deputy head teacher and a strong, united team of teachers and non-teaching staff have supported her very well through the difficult period of re-organisation.
How well the governors fulfil their responsibilities	Satisfactory. The governing body is strongly supportive of the school and rightly takes pride in the school's achievements. It fulfils its statutory duties satisfactorily. Governors rely substantially on the head teacher and senior staff to propose priorities in shaping the school's direction but nonetheless scrutinise and test all proposals thoroughly.
The school's evaluation of its performance	Very good. The head teacher's monitoring of teaching and learning is of a high standard, detailed and very informative. The school's arrangements for analysing its performance and taking appropriate action are good and enable staff and governors to set very well judged priorities for improvement in the good school improvement plan.
The strategic use of resources	Very good. Very good financial management linked to clear, well-determined priorities enabled the school to deal with re-organisation well and re-establish a secure financial position.

The school is careful to secure best value in all expenditures. The support assistants make a very effective contribution to pupils' progress. The caretaker and school administrators make valuable contributions to the life of the school. The accommodation is satisfactory overall. Resources for learning are sound in most curriculum areas, but good in ICT and physical education.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Their children like school.</li> <li>• The teaching is good and their children make good progress.</li> <li>• The school is well led and managed.</li> <li>• Behaviour in school is good.</li> <li>• Teachers are friendly and approachable.</li> <li>• The school is enabling their children to become mature and sensible.</li> </ul>	<ul style="list-style-type: none"> <li>• The amount and type of homework.</li> </ul>

Inspection evidence confirms the largely positive views of the parents. The inspection team does not agree with the concerns of a few parents about the homework their children are given. The tasks given as homework are linked with the work being covered in lessons, parents are informed so they can help, and pupils' progress is enhanced as a result.

## **PART B: COMMENTARY**

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

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

1. When children are first admitted to the school their attainment is generally well below that expected for their age, although this varies considerably from year to year. Children in the nursery and reception classes make good progress in their learning as a result of good teaching. However, by the time they start in Year 1 most children will not have achieved the Early Learning Goals<sup>1</sup> in all areas of learning. They will be below standards expected for their age in their knowledge and understanding of the world, creative and social development, communication, language and literacy, and mathematical work. In their physical development children achieve standards in line with expectations for their age. The nursery and reception class teachers and support assistants work very closely together in planning and assessing children's achievements. This helps to promote the good progress the children make.
2. Results of national tests in reading, writing and mathematics taken by seven year olds in 2002 showed that standards achieved in reading and mathematics were in line with expectations for their age when compared to all schools, and when compared with results for pupils in similar schools. Results in writing were below average in both cases. Since attainment on entry to school is generally well below average, this indicates that pupils make good progress through the Foundation Stage and Key Stage 1. The proportion of pupils achieving the higher level in reading and mathematics was also average, but the proportion achieving this level in writing was below average, which is reflected in the overall standards in this subject throughout the school. These were the first set of results for this new school and so it is not possible to see how pupils' results compare over time.
3. There are no results for pupils in national tests for eleven year olds as this is the first year the school has had this age group. Before the school opened a series of meetings were held where targets were set for this age range for the 2003 national tests. As the school had been re-organised from a first school there was a distinct lack of understanding of this process and the targets set have since been shown to be unrealistic. The school's own, good, assessments conducted this year in English and mathematics have led to an agreed set of targets that inspection evidence shows pupils are likely to achieve. The targets set for 2004 are challenging and illustrate the school's drive for continued improvement.
4. Inspection evidence shows that by Year 6, standards in English are broadly in line with those expected nationally. Most pupils make good progress in reading and writing. Higher attaining pupils achieve well, because they are set challenging work. In spite of starting school with well below average literacy skills, pupils make good progress in their learning and by Year 2 standards are close to average in reading and speaking and listening, although below in writing. Pupils' speaking and listening skills are well below average when they start school, but improve steadily, and pupils make good progress in extending their vocabulary and the complexity of the sentences they use. Most pupils throughout the school have good listening skills. Pupils' reading is better than their writing in Year 2 and most pupils achieve within the expected level for their age. Most pupils are keen readers and older pupils enjoy both fiction and non-fiction books. Most Year 2 pupils are confident in trying to work out words by sounding out letters, and most make use of the content of the story and illustrations to gain an understanding of the story. Standards of reading in Year 6 are average. Pupils' library skills are satisfactory. They employ their knowledge of alphabetical order to locate an author and their knowledge of the contents and index to locate a topic quickly. The school has identified pupils'

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<sup>1</sup> Planning in the Foundation Stage is geared towards pupils achieving standards known as the Early Learning Goals in six areas of development – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

writing as a school priority and has planned differently as a result. Younger pupils make satisfactory progress overall and communicate their ideas through simple sentences. Although sentences in pupils' stories are appropriately sequenced, higher and average attainers do not sufficiently expand on their ideas or bring their writing to life by choosing interesting words to describe characters or events. By Year 6, pupils have a more secure understanding of how to structure their writing and standards are in line with expectations for their age.

5. In mathematics pupils' attainment in Year 2 and Year 6 now matches the national average. All pupils, including those with special educational needs, are achieving well in lessons and making good progress over time. By the age of seven most pupils explore numbers and use fractions to numbers up to 100. They can also calculate with amounts of money over a £1.00, and use both standard and non-standard units of measurements when estimating and measuring. They are also able to identify two-dimensional shapes such as square, rectangle, triangle, pentagon and hexagon. In a Reception/Year 1 lesson, higher attaining pupils could successfully order numbers up to 20 with the correct word card alongside, whilst lower attaining pupils in the class needed adult guidance when ordering numbers up to ten. In a Year 1 and 2 lesson, more able pupils knew how to use digital times such as 9:15, whilst lower attaining pupils needed some adult help when recording times by the hour, such as five o'clock. By the age of eleven, most pupils have a good understanding of number. They add, subtract, multiply and divide with thousands, hundreds, tens and units confidently and identify the properties of quadrilaterals such as a trapezium and parallelogram. Older, higher attaining Year 5 pupils can successfully manipulate three-dimensional shapes. Most Year 6 pupils are confident at adding and subtracting decimals to two decimal places.
6. Standards in science are average by the end of Years 2 and 6. Pupils of all abilities and pupils with special educational needs make good progress through the school and achieve well. By the end of Year 2, pupils have a satisfactory knowledge of the natural world. For example, they identify some differences between plants and animals, know that they grow and reproduce and explain some of the conditions necessary to their survival. Most pupils understand the effects of opening and closing a simple electrical circuit, and can relate how far a vehicle travels to factors such as the steepness of a slope. Pupils are developing a satisfactory understanding of how to investigate, make simple observations, draw conclusions and explain them. Pupils are also beginning to record their findings in simple charts and tables, and learning to interpret them. By the end of Year 6, average and above average pupils have made good progress in scientific knowledge and understanding and their work covers a good range. Pupils identify and describe in simple terms the function of some parts of plants and some major organs in the human body. They have a satisfactory understanding of how plants and animals are classified and of the ways in which they are adapted to particular habitats. The more able pupils explain clearly some differences between solids, liquids and gases and give good examples of reversible and irreversible changes. Pupils name and show suitable understanding of a range of different forces and are perceptive in identifying the forces at work on, for example, a sliding object or a parachute. Pupils understand that scientific knowledge rests on evidence and have a sound grasp of how investigations should be conducted. They speak of the need to plan investigations carefully, to have a clear aim in mind and to observe and record accurately.
7. Pupils with special educational needs make good progress. This results from the good management of provision and the effective, well-planned support that teachers and learning support assistants provide. These pupils achieve well in relation to their prior attainment and against the targets set for them in their individual education plans. Work for all these pupils matches targets set in individual education plans, and their progress is reviewed rigorously and measured against these goals each term. When required the school provides well for pupils with English as an additional language. Their quality of learning is good and they make good progress over their time in school, due to well-organised in-class, group and individual support.

8. Pupils in the Individual Needs Centre with autistic spectrum disorder make sound, and often good, progress in the acquisition of basic skills and in other areas of their learning because of the high level of individual support they are given by staff. Although their literacy skills are at an early stage of development, many of the pupils can read simple words and sentences and are making steady progress from copy-writing towards independent writing. Their understanding of number and mathematical concepts is also at an early stage but the majority of pupils are making steady progress in their ability to do simple calculations and in their understanding of shape and space, money and time. The progress the pupils make in developing their communication and social skills is very good. Pupils learn to feel secure and become better able to cope within increasingly complex environments as a result of the sensitive attention to the pupils' individual needs and difficulties and the skilful management of any sign of distress. They learn to understand and accept classroom routines, to follow instructions, wait their turn and co-operate in group activities. The progress they make is significantly enhanced by the various opportunities to join in whole-school activities and in mainstream lessons.
9. In other subjects, standards in religious education, art and design, history and geography are in line with those expected at the end of both key stages. In music, design and technology and physical education standards are also in line with those expected at the end of Key Stage 1, but above expectations by the time pupils leave school. In ICT, standards are above those expected for their age at the end of both key stages.

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

10. Pupils' attitudes to learning, relationships and personal development are very good. Behaviour is very good. Nearly all parents feel that behaviour is good and that the school is helping their children to become mature and responsible.
11. In its mission statement, the school states that it aims to develop a sense of understanding and empathy, to create a fair and respectful school community where all children will feel they belong, and to expect a high standard of responsible behaviour. Pupils' attitudes reflect the school's aims very well. They are keen to come to school and punctuality is good for most pupils. Pupils know right from wrong and are thoughtful of others. Participation in extra-curricular activities is very high.
12. Pupils' attitudes to learning are very good. They show very good interest in their lessons and concentrate very well. They listen very well to their teachers and are eager to contribute to discussions. For example, in a Year 1/2 English lesson about the story of 'The Frog And The Goat', pupils stayed very interested in the lesson and were keen to answer their teacher's questions. In a Year 1 ICT lesson, pupils tackled their tasks with enthusiasm and very great interest. Pupils' concentration is consistently very good. For example, in a Year 6 history lesson on Ancient Egypt, pupils were fascinated by their teacher's role-play and listened entranced to her demonstrations of embalming rituals.
13. Most pupils are keen to do well and value their teachers' praise and encouragement. However, very occasionally, a few become restless if explanations are too long. Pupils know how to respond appropriately in assemblies. They are capable of good independent learning and work very well together in groups.
14. The school functions well as an orderly community. Pupils know the school rules well and feel they are treated fairly. They respond well to teachers' expectations of good behaviour and as a result, behaviour is very good in lessons, assemblies and at lunchtimes. Occasionally, play times are a little boisterous, but behaviour is always good-tempered. Bullying is rare and pupils and parents feel confident that it will be dealt with quickly and effectively. There have been no exclusions since the formation of the school. Pupils are friendly and polite to visitors. Teachers offer good examples of courtesy and fairness. Relationships are very good, between teachers and pupils and among pupils. On a trip to Southwell Minster, Year 3 and 4 pupils behaved in an

exemplary fashion, listening very well to their guides and participating with enjoyment in all activities, from playing the organ to acting out the journey of the Children of Israel from Egypt.

15. Pupils' personal and social development is very good. There are many good opportunities for pupils to take responsibility and they take them seriously. They understand the rewards system and value the school council. They understand the values of other cultures through art, music, religious education and geography and show respect for the feelings and beliefs of others.
16. Attendance rates last year were below the national average and unauthorised absence was above. The school has taken steps to address the issue and, as a result, last term's figures showed attendance rates and unauthorised absence figures in line with national figures. Registration takes place very quickly and effectively and ensures a calm start to sessions.

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

17. Teaching is good. No unsatisfactory teaching was observed during the inspection and examples of good, very good or excellent teaching were seen throughout the school. Teachers are fully committed to their pupils and work very hard for them. The teaching of English and mathematics is good throughout the school and literacy and numeracy skills are taught well.
18. The teaching of children in the Foundation Stage is good overall; it is often very good in the nursery. Teaching is carefully planned with a good emphasis on promoting basic skills, particularly in language and literacy but also in numeracy. The good teaching children receive in these areas ensures that their learning is good and they make good progress. Teachers use a range of skills effectively to help children to learn, including demonstration, explanation and questioning. They provide a good balance of directed and free choice activities, using the resources in the different areas of the nursery or classroom well and the learning activities and tasks set effectively to promote children's learning. Teachers intervene effectively as children work with the various resources to extend their knowledge and understanding or improve their skills. There is continual interaction between children and adults as teachers and assistants take every opportunity to engage children to talk about what they are doing. Throughout the Foundation Stage teachers manage the children very well. The nursery and reception assistants provide very good support for the teacher in the nursery; they are effectively briefed and deployed and make a significant contribution to these young children's learning.
19. Teaching in Key Stage 1 is good. Teachers are confident and successful in managing pupils' behaviour well and they have a range of successful strategies for motivating them and engaging them effectively in learning. Lessons are carefully planned to ensure that pupils are provided with appropriate learning activities and set interesting tasks. Some lessons contain many strengths. For example, in one very good science lesson with Year 1/2 pupils, the teacher was lively and purposeful in her approach, which ensured that all her pupils were quickly engaged, involved in the lesson and keen to contribute. She explained the idea of classification carefully, checking that pupils understood essential vocabulary like characteristics and difference. There was very good pace as she pushed pupils on from the simple classification of animals or plants, urging them to respond quickly, to the different characteristics of animals. The teacher's very positive response to, and the praise for, individuals' efforts clearly motivated them and helped them learn. Throughout the lesson the teacher drew comparisons with earlier work, and how this work linked with their 'Big Book' in English and the idea of rebirth they had discussed in religious education. This was similar to an ICT lesson in Reception/Year 1 where the teacher carefully modified individual pupils' activities as they built on their knowledge of *Clip-Art* and how to use it to enhance their written work in other subjects. Throughout Key Stage 1, as pupils work at their individual or group tasks, the teachers ensure that those of different capabilities are set appropriate tasks. Teachers and the classroom assistants support pupils very well. The time at the end of lessons is very well managed to reinforce pupils' learning and also to introduce how the work

in lessons will be extended the following day. Such skilful teaching has a very positive impact on the good progress pupils make.

20. Teaching in Key Stage 2 is good, and throughout the day there are lessons of very high quality in different year groups. Teachers have a good knowledge of the subjects they teach; this has a positive effect on the work they have to do with their pupils. In a history lesson with Year 6, for example, the teacher's extensive preparation enabled her to promote her pupils' knowledge and understanding of life in Ancient Egyptian times very well. The lesson was very well organised and the use of artefacts, and the set out of the classroom as a lecture theatre, brought the subject alive and ensured pupils were interested, motivated and fully engaged throughout. Their attitude towards learning was impressive. In a design and technology lesson with Year 3/4 pupils, the teaching was very good as the teacher continued work on 'objects which use air', building on pupils' understanding of pneumatics. Right from the start she communicated an enthusiasm for the subject to which pupils responded immediately. The teacher posed careful questions that encouraged pupils to predict what might happen when certain things were tried. Teaching in English and mathematics lessons is consistently good in this key stage; in some lessons teaching of a high quality were observed. In an English lesson with Year 6, for example, the teacher was able to involve pupils of different capabilities very skilfully in the introduction, with carefully targeted questions. She was very positive and supportive of individuals, making good use of praise to motivate and encourage. There was particularly good discussion of persuasive words, with pupils given good opportunities to discuss what they had done. This was followed in the main part of the lesson as pupils worked on strategies for persuasive writing that had a meaning for them in the school and the impact of their litter. The teacher's very good management of the lesson at a lively pace ensured pupils' learning was moved on effectively.
21. Teachers plan lessons well. In most lessons planning is detailed and clear. It shows how the lesson will progress and specifies what pupils are to learn. Joint, year-group, planning ensures that pupils in parallel classes have similar access and opportunity to learn. Teachers plan for identified priorities to be a focus for a series of lessons. For instance, the speaking and listening element of the English curriculum is a key objective. There was an example of this in a Year 1 class when the pupils were trying to make sentences for 'silly questions'. They were given the opportunity to ask questions and then given individual targets with a set time. The enthusiasm and pace at which they tackled the tasks with each other were testament to the success of the planning.
22. Teachers have good subject knowledge. They draw on whole-school planning that is now thorough, well informed and securely in place. This helps to ensure that learning progresses smoothly within lessons and from class to class. The way that, in a physical education lesson, a Year 1/2 teacher was able to introduce three different pieces of music and the use of ribbons at the optimum time to keep pupils focused was exemplary. It is significant that on the following day the other Year 1/2 class also took part in a very good physical education lesson on the same themes but with a different teacher, approached in a different but equally effective way. This shows the reliability of the planning and how effective teaching and learning are regardless of the class pupils are in.
23. Most of the weaknesses in day-to-day assessment that the senior management team identified when the school opened have been remedied but some shortcomings remain. Secure procedures are now in place for assessing and recording pupils' overall progress in English and mathematics. Teachers and learning support assistants know their pupils well and watch the progress of their learning closely, but assessment is still too informal in some lessons in the non-core subjects.<sup>2</sup> In some subjects teachers do not yet use assessments systematically enough on a day-to-day basis to plan work that builds consistently on what

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<sup>2</sup> The core subjects of the primary curriculum are English, mathematics and science. The non-core (or foundation) subjects are art and design, design and technology, geography, history, information and communication technology, music, physical education and religious education.

pupils already know. This results in occasional loss of challenge for able pupils and makes some lower ability pupils unduly dependent on support, slowing their progress towards independence. However, marking in most subjects is detailed and informative and shows pupils what they do well and what they should do to improve.

24. The teaching of pupils with special education needs is good. Teachers and learning assistants plan together each day and follow the concise targets in pupils' individual education plans. This helps to ensure that the tasks set for these pupils are well matched to their needs and abilities. As a result, they make good progress, especially in developing their literacy and numeracy skills.
25. Grouping pupils according to their level of attainment (setting) in English and mathematics helps to ensure that work in these subjects is broadly matched to their abilities. This contributes to the effectiveness of the school's strategies for the teaching of literacy and numeracy. These work well. Lessons are carefully structured to promote smooth progress. In the most effective lessons the teachers share the outline and objectives of the lesson with pupils, linking these to previous learning. A very good example of this was seen in a Year 1/2 English session. Pupils accompanied the teacher in exploring words and their meanings, sharing ideas and shaping them together to make poems. The quality of learning was high; pupils grew in confidence and responsibility.
26. In all parts of the school, teachers manage pupils very well. All teachers create a pleasant, constructive ethos for learning. They value pupils' contributions in lessons and use praise very effectively. This motivates pupils and gives them pleasure in their work. As a result, pupils enjoy learning, behave well and are fully committed to their work. Teachers instil good work habits in pupils, so that most pupils are well organised and responsible. Teachers and support staff provide strong examples of personal effectiveness and teamwork. This helps to promote very good relationships among pupils. It teaches pupils to behave thoughtfully, work constructively alongside one another and co-operate well.
27. Teachers question skilfully. This consolidates and extends pupils' knowledge, challenges pupils to formulate their own answers and, at its best, promotes insight and reflection. For example, in an effective Year 5 English lesson, the teacher's varied questioning improved pupils' understanding of the Arthurian legend. She turned them all into 'detectives' looking for clues into what the characters were really like. This led to one boy saying that the knight was a secretive character as he was "always in the shadows with his visor down". Teachers engage and sustain pupils' interest well. They achieve this by means of skilled, sensitive management, by giving clear explanations and by providing varied, interesting activities. In some lessons, for example, in science, teachers make good use of ICT. In a successful religious education lesson, the teacher made good use of Christian artefacts to engage pupils' interest, making learning more tangible, rewarding and secure.
28. The school has made good progress with the teaching of ICT. Lessons in the computer suite include work that gives useful support to other subjects such as English, science, mathematics, geography, history and music. For instance, in a good Year 3/4 lesson pupils were taught to use complicated music software to generate musical phrases, adjust the tempo and sequence and use the correct musical terminology, tasks they would have found much more difficult away from the computer. In an equally good Year 1/2 geography lesson, pupils were able to locate, recognise, and describe places in Spain, England and America when considering holiday destinations.
29. The quality of teaching of pupils in the Individual Needs Centre is good. Work is carefully planned to meet the individual needs of pupils and the targets set in their individual education plans. Staff understand the children well and are sensitive to their particular difficulties and needs. A calm and supportive atmosphere, maintained throughout the day, encourages pupils to co-operate in group activities and to complete the tasks they are given. The combination of good teamwork, sensitive management and patient insistence on working towards the aims



for each lesson, results in every child making good progress. Very good teaching in mainstream classes ensures that when pupils from the Individual Needs Centre join these classes they are fully included and able to make a contribution to the class activities. These opportunities make a significant contribution to the quality of pupils' learning experiences and should be further extended

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

30. The school offers a good curriculum that is broad, balanced and rich in its provision for all of its pupils in Foundation Stage and Key Stage 1. The quality and range of learning opportunities for pupils in Key Stage 2 are very good. It covers all aspects of the National Curriculum programmes of study and meets the requirements of the locally agreed syllabus for religious education. The school fulfils its stated aims well in providing a safe, stimulating and challenging learning environment, which encourages children to reach their full potential socially, emotionally and academically. A wide range of visits, visitors and extra-curricular activities enriches the curriculum. The contribution of the wider community and the school's relationships with other educational institutions are very good and make a significant and positive contribution to the pupils' learning.
31. The school has a good and effective framework for planning and reviewing the curriculum so that the needs of all pupils, including those with special needs, are met. The curriculum has been comprehensively reviewed since re-organisation from a first school to a primary school 18 months ago. This contributes to the standards attained. For most subjects, the school's curriculum planning is based on national guidelines. Appropriate and effective cross-curricular opportunities are planned through other subjects such as ICT. Assessment and homework opportunities are identified within planning, together with outcomes, which assists subject co-ordinates with subsequent reviews and modifications to planning. The head teacher checks teachers' weekly plans against the medium-term plans. Planning is now being based on the good assessment procedures in English and mathematics that are understood and used well by all teachers, but this is not yet fully extended to all other subjects.
32. The school provides a very good range of extra-curricular activities and clubs including library club which is open to all pupils after school each day, book club for the nursery children, a signing club, dance, computing, choir and recorders. There are a number of sporting clubs, several of which involve parents of the school, and others such as cricket and rugby that are organised through outside professionals from 'Into the Community'. Pupils also enjoy musical tuition for violin, keyboards, guitar and voice. Good use is made of the immediate locality of the school and beyond to enhance curriculum studies and broaden the pupils' experiences. For example, Year 1/2 pupils make trips to Perlethorpe, a local outdoor education centre, the Year 3/4 pupils make a visit every other year to Southwell Minster, Year 5 pupils visit the local museum archives, and there is a residential trip to Bamburgh for the older pupils, together with a recent residential trip to Finland to visit a partner school. Pupils in Years 5 recently went to a production by the Northern Ballet.
33. Provision for pupils' personal, social and health education is good. The importance given to pupils having the opportunity to discuss their feelings in lessons promotes their self-esteem and personal development. In other lessons, such as religious education, teachers seek to help pupils develop insights into values and belief by establishing an ethos where pupils understand and appreciate that their ideas are valued by the teacher and other pupils, who listen with care and respect. This is reflected in the establishing of the school council composed of pupils from all classes. Current projects include helping the school to achieve 'Healthy School' status and have resulted in establishing links with the local doctor who has talked to Year 5 pupils about health and safety. The school has implemented good procedures for raising drug awareness 'DARE' (Drug Abuse Resistance Education) and personal safety

'CASE' (Children and Safety Education). These programmes are evolving well under guidance of the personal development co-ordinator.

34. The school fosters and enjoys very good partnerships with other schools in the area. The current 'Bridging Project' with their local secondary school aims to improve the induction and transfer of its pupils at the end of Year 6. This project also involves parents through training and familiarisation courses in order to develop their understanding of the secondary curriculum. This relationship has also extended into the school, which is now used regularly by local secondary schools for work placements for their pupils. The school has also successfully fostered very good links with further and higher education institutions such as Nottingham Trent University, Bishop Grosseteste College and West Nottinghamshire College and is regularly used by these to train their students. There are good links with the local church that pupils visit for events such as carol concerts and the local vicar has been into school for assemblies. Links with the local community are strengthened by the industrious way in which the head teacher and school have been successful in gaining funding for a number of community education initiatives. These include the RETRACE centre, which provides unique training opportunities for parents with the support of local colleges together with local and national businesses.
35. The school has developed very good links with the community in a very wide variety of ways. For example, the local health centre has worked with Year 5 pupils as part of the 'Healthy Schools' initiative. Pupils from different year groups visit the local outdoor education centre and museums; others have visited local historic houses and cathedrals as part of their history and religious education lessons; and Key Stage 2 pupils have an opportunity to attend the annual residential visit to Bamburgh. Pupils participate in local arts and music projects, sports championships and ballet and poetry workshops. Pupils use the nearby church for services and the local area for geography fieldwork. Older pupils participate in the local Groundwork Trust's health walks. A party from the school visited a school in Finland last year. Finnish pupils may be returning the visit next year or more of the Key Stage 2 pupils will again be visiting Finland. Pupils are encouraged to think of others less fortunate than themselves and support a variety of charities. There are, however, no planned visits that would extend pupils' understanding of the multicultural nature of the society around them.
36. In addition, the school has been at the forefront of the neighbourhood renewal project to develop literacy, ICT and numeracy skills within the community. A very good variety of courses are run under the title of Developing Community Learning Programme, enabling parents to participate in a large number of courses over the last few years. An arts programme is being organised for later in the year.
37. The provision for pupils with special educational needs is good. Teachers are sensitive to pupils' individual needs, for example when questioning or setting work. Learning support assistants make a very valuable contribution to provision. They work closely with teachers to ensure that work is carefully planned to meet pupils' needs and promote effective inclusion.
38. Pupils in the Individual Needs Centre follow the National Curriculum, adapted to meet their individual needs. Speech and language therapy is provided on a weekly basis to enhance the development of communication skills, and arrangements are made to develop pupils' social and independence skills through regular visits outside school. Whilst an appropriate emphasis is given to the development of basic skills, the pupils' curriculum experience is not as broad and balanced as it should be. The potential for developing literacy and numeracy skills through other subjects should be further explored. More opportunities should also be sought for pupils to integrate with mainstream groups and classes.
39. The overall provision for pupils' spiritual, moral, social and cultural development is very good.
40. The school makes very good provision for pupil's spiritual development. A sense of spirituality and thoughtfulness is evident in the carefully prepared assemblies. Pupils have frequent

opportunities to join in prayer, sing hymns and feel positive about themselves. The school provides pupils with appropriate insights into their own and others' values and beliefs through religious education lessons and assemblies. The local minister regularly visits the school and leads assemblies, contributing effectively to this aspect of pupils' spiritual development. Teachers successfully promote pupils' sense of wonder through their work in a range of subjects. For example, in a Year 6 science lesson pupils were amazed when the teacher produced a real human shinbone. In the nursery children gasped in awe when the visitor described the world's longest snake and were fascinated when he removed the sand snakes from the box. The school also very effectively promotes pupils' awareness of the wonder and beauty of the natural world through their work in science and geography.

41. The school's provision for moral development is very good. School rules are displayed prominently and staff are consistent in ensuring that pupils know what is expected of them and that they understand the difference between right and wrong. Celebration assemblies and lessons consistently encourage pupils to recognise their own individuality and worth. Pupils are mentioned for their different achievements, social and academic, and rewarded with verbal praise or stickers. Where appropriate, teaching enables pupils to confront moral issues, such as those relating to human impact on the environment. In a Year 6 English lesson, for example, pupils explored a text which presented arguments for and against doing something about litter. Much of the school's provision is embedded in its everyday life and teaching. The head teacher and staff set a very good example. They consistently treat pupils, other members of the school community and each other with courtesy and respect and this reflects in the attitudes and response of the pupils.
42. The school's provision for pupils' social development is very good. Teachers regularly expect pupils to work collaboratively in lessons and pupils bear testament to the success of the school's strategies by the ways in which they interact with each other, for example, in their encouragement and help for each other during a Year 6 music lesson. Teachers heighten pupils' social awareness through assembly themes, such as 'making people feel good' and through the planned programme for personal, social and health education. They create good opportunities for pupils to exercise responsibility. For example, the school council is gradually developing to give pupils a greater role in aspects of school life. Year 6 pupils act as 'buddies' to encourage younger pupils with their reading and, in addition, pupils of all ages have opportunities for taking responsibility for acting as register monitors or helping around the classroom.
43. The arrangements for promoting pupils' cultural development are satisfactory overall. The school extends pupils' cultural awareness well through a programme of carefully planned visitors and visits to, for example, museums and the theatre. Through these, pupils learn of their own cultural heritage. For example, visiting Jorvik contributed to their understanding of invaders and settlers. In art and design lessons teachers successfully promote pupils' awareness of the works of well-known artists, such as Lowry. The school teaches pupils about aspects of major world faiths and traditions through religious education and assemblies, in which festivals such as Diwali and the Chinese New Year are celebrated. Although they learn about features of others' cultures in geography and religious education, this is not well presented in their work. There are too few opportunities for pupils to experience the richness of other backgrounds, to reflect upon them and to develop an understanding of what life is like in multicultural Britain today.

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

44. The school is a caring community, which has a warm and friendly atmosphere. Good procedures ensure the health, welfare and safety of pupils. Arrangements for child protection are effective. The head teacher is the designated person responsible for this area and has been recently trained. Her deputy and other staff all receive training and there is good liaison with the educational welfare officer. Area guidelines have been adopted and all staff use guidance cards. Links with social services are satisfactory.

45. The school has effective health and safety procedures, with all statutory procedures in place. One teacher has been fully trained in first aid and all staff have received short training. Arrangements for dealing with pupils' medical conditions are appropriate. Accident books are properly kept. Risk assessments take place regularly and are undertaken for trips and visits. Fire and electrical equipment is checked regularly, and teachers follow good practice in physical education, science and design and technology. The conscientious caretaker has good procedures for health and safety. A good Internet safety policy has recently been initiated. Supervision at play and lunchtimes is good. A number of security concerns have been notified to the governors.
46. Comprehensive policies underpin the very good procedures for promoting good behaviour and eliminating bullying. School rules are clear and comprehensive. Good behaviour and hard work are rewarded through a variety of stickers, certificates and school pens. At Special Mention Assemblies, pupils are chosen for particular effort or kindness. There are also lunchtime awards and the special, caretaker's award for tidy classrooms. Sanctions are appropriate and parents are closely involved with the school to discuss any behaviour difficulties.
47. Pupils have good opportunities for taking responsibility. All pupils have tasks within their classes and older pupils help with assemblies, the library and showing visitors round the school. There is a good system of 'buddy readers'. Pupils are keen to volunteer for the school council. The school clubs make a good contribution to pupils' personal development, as do the many trips and visits, the personal, social and health education programme and the times set aside for pupils to share ideas and talk about their experiences, known as circle time. Pupils' personal development is monitored satisfactorily, through teachers' class records and reports.
48. There are good whole-school assessment procedures in place for English and mathematics, in which all pupils, including those with special educational needs, are given individual targets to achieve. These are regularly reviewed and updated and are an aspect that school is currently developing to provide a good model for other areas of the curriculum. Although these procedures are relatively new, they are becoming embedded in the working practices of all the teaching staff in the school. A range of tests is undertaken in English and mathematics and results are analysed to identify strengths and weaknesses, and this will be extended to include the statutory tests in the core subjects at the end of this academic year. These, along with teachers' planning, are rigorously monitored by the assessment co-ordinator and head teacher on a regular basis, and they are both piloting procedures for monitoring on a half-term basis.
49. The school's assessment procedures and practices to guide curricular planning and monitor the academic performance of pupils in other subjects are currently unsatisfactory. At this time there are no whole-school procedures in place, but subject co-ordinators are piloting procedures for their different curriculum areas, for example in history and geography, which the school intends to introduce in the next academic year. The school is also aiming to introduce portfolios of pupils' completed work in ICT and art and design, to help with assessment and planning in these subjects. Marking of pupils' work is also an area that the school is aiming to make consistent to improve its assessment procedures. The best examples seen in pupils' books take their learning forward with appropriate and positive comments, whilst the few weaker examples consist of a tick and a one-word comment, which are not as effective.
50. The school takes very good care of pupils in the Individual Needs Centre. The arrangements for identifying their attainment and progress and assessing their individual needs are thorough and detailed. The pupils' progress and welfare are monitored and recorded on a daily basis. The home-school diary ensures that parents are kept informed and any concern is dealt with immediately. There are sound arrangements for supervising pupils during break and lunchtimes. Individual education plans are clear, with appropriate and manageable targets that form the basis for short and medium-term planning. The termly reviews of individual education

plans and the arrangements for the annual reviews of statements of special educational need are well managed and very well documented. The range and quality of the information they contain provide a very good basis for assessing pupils' progress and for a partnership approach to planning.

51. The monitoring of attendance is good. The school responded very promptly to the previous year's high, unauthorised absence rate. Extensive analysis of figures pinpointed particular year groups and the school now has good procedures for following up pupils with unexplained lateness or absence. Attendance and absence figures have improved considerably as a result. Registers are checked regularly. The educational welfare officer is well involved and supportive.

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

52. The good numbers of parents who responded to the questionnaire and attended the meeting held before the inspection were very supportive of the school and all that it does for their children. Nearly all felt that their children like school, that behaviour is good and that the school is helping their children to become mature and responsible. A similar proportion were very pleased with the quality of teaching, with the leadership and management and with their children's progress. They felt that the school works closely with them and that they are happy to approach the school with any problems. A small number at the meeting were dissatisfied with the range of extra-curricular activities and a significant proportion who returned the questionnaires did not feel the school provided the right amount of homework.
53. The findings of the inspection support the parents' positive views. Homework provision is good and supports class work well. The range of extra-curricular activities is very good and includes a very wide variety of trips and visits, as well as after-school clubs, and compares very favourably with those offered in most schools.
54. The school has very good links with parents. The information it provides for them is good. The prospectus and governors' annual report are clearly written, although the governors' report omits information on the election of parent governors. The welcome booklet for new parents is good and provides helpful guidance on preparing children for school. Newsletters are frequent, lively and well presented. Parents are provided with advance information on what their children are to learn each term and so can support them well. The school has used questionnaires well to involve parents in the development of the mission statement, uniform and induction. Parents of Year 6 pupils have been well consulted about the good 'Bridging Project', which involves them in workshops as part of the transition to secondary school. Parental community courses are put on as part of the Developing Community Learning Programme.
55. Parents are kept well informed about their children's progress. Pupils have targets that are shared with parents. Reports are clear and full, include details of pupils' personal development and invite comments from parents. Homework diaries and reading records are used well as means of dialogue between school and home. Most parents have signed the home/school agreement. There is an appropriate number of consultation meetings each year and staff are always available to talk to parents on an informal basis.
56. Parent governors are active members of the governing body. Many parents help in school on a regular basis with reading, swimming and cookery. The school holds an annual party for them. Very good numbers of parents help on trips and visits, including the overseas and other residential visits. Support for school performances and concerts is very good. There is no Friends Association, but an annual raffle is held to buy equipment to enhance children's learning.
57. The Individual Needs Centre has established very good links with parents, and they are pleased with the provision that is made for their children. Care is taken to involve parents in

identifying and setting targets for their child's progress. Regular contact is maintained through the daily home-school diary.

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

58. The leadership and management of the school are very good. The head teacher is a skilled, imaginative leader. Her clear, well-informed vision for the school is supported by wide-ranging professional knowledge and secure grasp of detail. Her vision, energy and resolve have enabled her to lead the school very effectively through a difficult period of re-organisation. The deputy head teacher and a strong, united team of teachers and non-teaching staff have supported her very well through this process.
59. The sense of teamwork in the school is strong and pervasive. All staff share a commitment to the interests of the school and its pupils and to high standards. Teaching and support staff work very effectively together, for example, in providing for pupils with special educational needs. Their close co-operation helps to promote the high quality of relationships found in the school as a whole and provides a powerful model for pupils to follow. These features, supported by consistently good teaching, enable the school's aims and values to be realised very successfully. Pupils of all abilities make good progress and are included effectively in all activities. Pupils are interested in their work and enjoy coming to school. They are considerate towards others, work hard and achieve well.
60. Key staff make a valuable contribution to the running of the school but some subject leaders have not yet been given enough responsibility for monitoring teaching and standards although they, and the school, are at the point where this would be appropriate. The literacy and numeracy co-ordinators have a very clear grasp of standards in their subjects because they undertake some informative monitoring of lessons and draw on detailed assessment information. The other subject leaders, for example, in science and ICT, have only recently begun to monitor lessons. Although they have easy access to accurate assessment information through the head and deputy, this slightly limits the extent to which the very good practice to be found in the school can be shared and drawn on to improve standards.
61. The Individual Needs Centre is financed and managed by the local authority's Inclusion Support Service, although day-to-day management issues are negotiated directly with the school. The Centre is well managed and there are appropriate arrangements for staff support, and for monitoring and quality assurance. Very good relations have been established within the school, and this has contributed to the strong ethos for inclusion that permeates all the school's work. Staffing arrangements are adequate for work within the Centre itself and for some integration into mainstream classes. However, opportunities to join other classes are limited to some extent by the level of support available, rather than the ability of the pupils' to participate in mainstream activities. The accommodation and resources in the Individual Needs Centre are adequate for the numbers of pupils in the group. However, the facilities are modest, given the amount of time the pupils spend in the Centre and the range of needs that have to be met. The Inclusion Support Service and the head teacher are currently exploring ways in which the pupils' environment could be further enhanced.
62. Within the process of re-organisation, the school made English and mathematics its main priorities. This is in keeping with the school's clearly documented time-table for planned improvement. The good monitoring and assessment arrangements established in these subjects could now be usefully built on and extended to the other subjects.
63. The head teacher's monitoring of teaching and learning is of a high standard, and that of the co-ordinators is developing well. It is detailed and very informative. The head teacher's monitoring and the very effective staff support that she and the deputy head provide have been key factors in building a cohesive, well-balanced team and in producing good achievement. This good model of monitoring is now being extended to include the subject co-ordinators. Teachers' individual targets are closely linked with the school's priorities for improvement,

such as the development of pupils' writing. This ensures that teachers work effectively together in raising standards. The school's arrangements for the induction of new staff are very good. The school's welcoming ethos and the high quality of its provision and procedures for staff development make it very well placed to provide initial teacher training.

64. The management of special educational needs is good. Identification and support arrangements are secure and well planned. Learning support assistants play a key part in organising the provision for pupils with special educational needs and in supporting their learning; they do so very effectively.
65. The governing body is strongly supportive of the school and rightly takes pride in the school's achievements. It fulfils its statutory duties satisfactorily. The recent re-organisation means that the governing body has not long been constituted in its present form and contains a balance of experienced and inexperienced members. Governors rely substantially on the head teacher and senior staff to propose priorities in shaping the school's direction but nonetheless scrutinise and test all proposals thoroughly. There are good arrangements to ensure that governors remain well informed about curriculum and staffing matters, for example, and have secure procedures for planning and decision-making.
66. The school's arrangements for analysing its performance and taking appropriate action are very good. Staff and governors use a wide range of information, including the results of national tests and other measures such as reading scores, to analyse the school's performance. This includes information about variations in the performance of different groups within the school, for example, in the attainment and attitudes to reading of boys and girls. These measures enable staff and governors to set very well judged priorities for improvement. These are soundly described in the school improvement plan. Several governors maintain close contact with the school and visit frequently in order to give ongoing and effective support.
67. Through the process of re-organisation, key staff and governors have worked very effectively together, for example in handling issues related to staffing and finance. This promotes a sense of shared purpose that contributes strongly to the school's success in managing a difficult transition. Given the high quality of the head teacher's leadership, the commitment of staff and governors and the very good quality of provision, the school's prospects for further improvement are excellent.
68. The school uses new technology well to increase the accuracy and security of information about pupils' progress and to manage and present financial information. This is helpful to staff and governors in their decision-making. The school's office staff work very effectively. They make a valuable contribution to the smooth day-to-day running of the school and, for example, to the management of essential records relating to finance and pupils' progress.
69. Expenses following the re-organisation, for example in equipping the newly acquired building, placed the school under considerable financial pressure. Very good financial management, linked to clear, well-determined priorities, enabled the school to deal with this well and re-establish a secure financial position. The head teacher has inspired and seen through several important initiatives that have increased resources for the school. These make a valuable contribution to pupils' learning in literacy, numeracy and ICT and to learning in the wider school community. The school is careful to secure best value in all expenditures and, overall, provides good value for money.
70. There is a satisfactory number of well-qualified teaching and non-teaching staff to meet the demands of the curriculum. The head teacher, with governors and key staff, has built a versatile, enthusiastic team united by a strong commitment to the school and its pupils. This is a key factor in the success of the school. The caretaker and cleaners take great care over every aspect of their work and are much appreciated by all. The school is very well cared for internally and always clean. This involvement and efficiency is a good example to the pupils and helps to reinforce the messages that the head teacher and staff are making in their

lessons and day-to-day organisation. There is a satisfactory range of learning resources in most subjects. In ICT and physical education resources are good. The well-equipped computer suite and access to laptops broaden pupils' opportunities for learning in ICT. However, the quality of learning in the computer suite is reduced because it is sited in a narrow, busy corridor where lessons are subject to frequent, sometimes extended, interruption. The school's accommodation is satisfactory overall. However, there is limited suitable outside play space for the under-five children. This limits their opportunities for physical activity and development.



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

71. In order to raise the overall standards of pupils' attainment in all subjects, the governors, head teacher and all staff should jointly:

- 1) a) Build on the current use of assessment procedures in English and mathematics to assess pupils' attainment and progress more rigorously in other subjects.
- b) Further focus pupils' future work, in particular, by creating individual targets with them in science, design and technology, physical education, ICT, history and geography, and therefore provide appropriately challenging tasks in all lessons.

Paragraphs 23, 31, 49, 60, 62, 107, 112, 116, 124, 138, 144, 151

- 2) Ensure that pupils gain a clear understanding of the multicultural nature of society through incorporating and emphasising these aspects in the written guidance for all subjects.

Paragraphs 35, 43, 111, 120, 138

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed

79

Number of discussions with staff, governors, other adults and pupils

14

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	14	51	13	0	0	0
Percentage	1	18	65	16	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	30	348*
Number of full-time pupils known to be eligible for free school meals	0	42

FTE means full-time equivalent.

\* This figure includes one Year 7 pupil.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	13	81

English as an additional language	No of pupils
Number of pupils with English as an additional language	13

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	11
Pupils who left the school other than at the usual time of leaving	7

### Attendance

Authorised absence	%
School data	7.1
National comparative data	5.4

Unauthorised absence	%
School data	0.3
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	33	16	49

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	24	29
	Girls	16	16	16
	Total	43	40	45
Percentage of pupils at NC level 2 or above	School	88 (n/a)	82 (n/a)	92 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	29	27
	Girls	16	16	16
	Total	43	45	43
Percentage of pupils at NC level 2 or above	School	88 (n/a)	92 (n/a)	88 (n/a)
	National	85 (85)	89 (89)	89 (89)

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

At the time of the tests in 2002, the school did not have any Year 6 pupils.

***Ethnic background of pupils***

***Exclusions in the last school year***

<b>Categories used in the Annual School Census</b>	<b>No of pupils on roll</b>	<b>Number of fixed period exclusions</b>	<b>Number of permanent exclusions</b>
White – British	290		
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	1		
Asian or Asian British - Pakistani	2		
Asian or Asian British – Bangladeshi	1		
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean	1		
Black or Black British – African			
Black or Black British – any other Black background	1		
Chinese			
Any other ethnic group			
No ethnic group recorded			

*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)	14.3
Number of pupils per qualified teacher	24
Average class size	27

### Education support staff: YR – Y6

Total number of education support staff	19
Total aggregate hours worked per week	205

### Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	30
Total number of education support staff	3
Total aggregate hours worked per week	60
Number of pupils per FTE adult	7.5

*FTE means full-time equivalent.*

## Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Financial information

Financial year	2002/2003
£	
Total income	808350
Total expenditure	779037
Expenditure per pupil	2066
Balance brought forward from previous year	-2
Balance carried forward to next year	29311

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	420
Number of questionnaires returned	112

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	41	3	1	2
My child is making good progress in school.	48	48	2	0	2
Behaviour in the school is good.	39	56	2	1	2
My child gets the right amount of work to do at home.	29	42	18	2	9
The teaching is good.	46	49	2	0	3
I am kept well informed about how my child is getting on.	32	54	11	3	0
I would feel comfortable about approaching the school with questions or a problem.	63	31	4	1	1
The school expects my child to work hard and achieve his or her best.	59	37	2	0	0
The school works closely with parents.	38	47	10	1	4
The school is well led and managed.	46	44	4	1	5
The school is helping my child become mature and responsible.	45	52	1	0	2
The school provides an interesting range of activities outside lessons.	23	50	8	2	17

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

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

72. Children are admitted into the nursery usually in the term after their third birthday, and into the reception class at the start of the term in which they are five. Children are assessed termly, in both the nursery and reception class, to find out what they can and cannot do. The results of these assessments show that children's attainment when they start school is well below the levels expected for children their age in all areas of learning<sup>3</sup>. The learning environment created in both the nursery and reception class is supportive and caring. Children feel safe and secure, and settle very quickly into the daily routines. Children respond with enthusiasm to activities, and to the help they are given by teachers and support staff. All children, including those with special educational needs, make good progress throughout the Foundation Stage. However, only a minority are likely to attain the levels expected for their age by the end of their reception year. This is particularly in the areas of communication, language and literacy, social development and mathematics.
73. Teaching is good throughout the Foundation Stage with some very good features. Teachers and support staff have a very good understanding of the curriculum for children this age, and of how young children learn. They are good at teaching basic skills and use a range of teaching strategies. Teachers are skilled at asking open-ended questions and encouraging children to think for themselves. Lessons move at a good pace and activities are well matched to the children's learning needs. In all sessions there is a clear focus for the activity, and children are well supported by adults. As a result children's interest is maintained and their learning is good. Teachers plan effectively for all areas of learning and for the inclusion of all children. Planning in the nursery is very well co-ordinated to ensure children make a good start to their education.
74. Teachers use assessments consistently to monitor children's progress and inform their planning. The assessments carried out in the nursery and reception class are comprehensive, and well linked to provide a continuous system for tracking children's progress. Resources are used very well to support children's learning. Relationships are very good. Teachers and support staff work very well as a team and provide very positive examples for the children. The nursery classrooms are well organised to cover all areas of learning. They are bright and stimulating, and provide many opportunities for children to interact directly with their environment. Children's work is well displayed and labelled to support children's learning. Resources are very good. The area for outdoor play is good; the covered area results in it being used well even when it is raining.
75. Parents are provided with good support. The induction programme for the nursery ensures that parents are encouraged to bring their children to the nursery prior to their being admitted. Parents are provided with information each half term about the work their children will be involved in. They are encouraged to contribute to their children's learning by sharing books with them.
76. The co-ordinator is very experienced and knowledgeable and has a well-defined vision for the continued improvement of the overall provision for children in the Foundation Stage.

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<sup>3</sup> Planning in the Foundation Stage is geared towards pupils achieving standards known as the Early Learning Goals in six areas of development – personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; physical development; and creative development.

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

77. Most children start school with very under-developed skills in this area of learning. When they start in the nursery many children play alone, or alongside others, but seldom together. Although progress is good, most children will not attain the Early Learning Goals by the time they enter Year 1 and will be below expectations for their age. Activities that encourage co-operative play are a regular feature of daily routines. Children's skills in this area of learning develop well because teaching is very good. Through the direct involvement of adults and the very good teaching, children learn to take turns, share and play co-operatively. For example, in the reception role-play area, adults help children to act out the roles of chefs, waiters and customers. Relationships are very good and teachers expect children to behave well and work hard.
78. The cultural development of children is well supported through stories and assembly themes. Friendship, tolerance and equality are strongly promoted by all adults through focused topics and their day-to-day interaction with the children. Children are well supported by teachers and learning support assistants who take every opportunity to praise children for their effort and achievement. All adults set a good example to the children. The staff deal with the very few incidents of unacceptable behaviour with care and sensitivity and children learn how their behaviour affects others. However, as a result of their well below average attainment when they start, and despite the well-organised activities and sessions, most children will remain below expectations for their age when they transfer to Year 1.

## **Communication, language and literacy**

79. When they start in the nursery most children have skills in this area of learning that are well below those expected for their age. They have limited knowledge of books and writing. They use a limited vocabulary and talk using single words and short phrases. All children, including those with special educational needs, make good progress. All staff provide very good support and resources are very good. However, despite the high quality of the teaching and support they receive, and the good progress they make, most children are unlikely to attain the Early Learning Goals by the end of their reception year, and so will be below standards expected for their age.
80. Activities are carefully planned to develop children's skills in speaking and listening, and to encourage them to learn about books and the sounds that letters make. Children's speaking and listening skills develop well because the activities planned support their learning in this area. They respond confidently to their teacher's questions and learn to take an active part in conversation. Every opportunity is taken by all staff to help children develop and use appropriate vocabulary. For example, in the nursery, children learn the names of trees and what can be made of wood. In the reception class, they learn to name objects and materials used when sowing seeds. In the nursery, opportunities to help children practise writing letters and their names are fully pursued in role-play situations. In the reception classes, sessions to promote literacy skills are good. By the end of their reception year many children are able to form recognisable letters, and are able to write some words for themselves. During the inspection children in the reception class were beginning to link letters to the sounds they make. Children enjoy looking at books and listening to stories. They know how a book is organised and that print carries meaning. Children take books home regularly, and the support they receive from home is effective. Teachers work with small groups and individual children on appropriately focused tasks. Only a minority of children are likely to reach the expected level of skill in reading by the end of their reception year.

## **Mathematical development**

81. Children have very limited mathematical skills when they are admitted into the nursery. All children, including those with special educational needs, make good progress through the very



good teaching. However, the majority are unlikely to attain the Early Learning Goals by the time they enter Year 1 from the reception class and will be below expectations for their age. Children have access to a range of activities to support their learning. Many of these activities are very practical and give children good opportunities to consolidate and develop their mathematical knowledge and understanding. Children learn to count and use mathematical vocabulary through stories and number rhymes. For example, when singing the rhyme 'Five Currant Buns', children in the nursery counted accurately and learnt to recognise a one penny coin. Role-play areas organised as a 'zoo' and a 'house' are used to further support children's learning in this area. Many opportunities are provided for children to sort and match objects. Children develop an understanding of pattern through colouring and working with practical apparatus.

82. In the reception class, teachers and support staff use an effective range of questions to help children understand mathematical vocabulary and solve simple problems. Some children recognise basic shapes and gain knowledge of length and vocabulary of comparison such as longer than and shorter than. They build short and tall towers using bricks and enjoy working with large and small construction equipment such as Lego and Duplo. Higher attaining children show developing knowledge to sequence numbers 1 to 10 and the numerals to the sets of objects. They can write numerals unaided and solve simple problems involving addition. They learn to compare bigger and smaller, and position terms such as over, under and in front of.

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

83. Most children enter the school with well below average general knowledge for their age, and despite the good teaching, and very good provision, will still be below expectations for their age by the time they leave the reception class. The activities planned for this area of learning, and carried out in the very good teaching, have a very positive effect on the development of children's knowledge, understanding and skills. Good provision is made in the nursery and reception class for developing children's awareness of the world around them. They have many opportunities to explore the natural and man-made world. For example, children in the nursery explored the grounds and learned how things change when spring arrives. Children in the reception class sow seeds and investigate what plants need to grow. Teachers' skilful questioning encourages children to look closely at similarities and differences and give reasons for events. Interactive displays encourage all children to use their senses to investigate objects, and use equipment such as magnifying lenses. They assemble and join materials well in a variety of ways, using simple tools and techniques.

84. In the reception class, children begin to develop an understanding of different environments. For instance, they accurately sort clothing and equipment for journeys to hot and cold climates. Children have access to a range of ICT equipment. Reception children demonstrate the ability to open a piece of work on their own, inserting pictures, printing and saving work. They work very well in ability groups of two, sharing and supporting each other with confidence and enthusiasm. They confidently operate tape-recorders and are learning to control a computer by using a mouse. In the reception classes children are able to continue to develop their skills in the use of ICT as there are some good quality computers in the main school to which they have good access. In addition the computer programs available to support children's learning are good.

### **Physical development**

85. This is the one area of learning where most children are likely to achieve the expected levels by the end of their reception year. All children make good progress due to the good teaching and the range of activities provided in the nursery. Children move confidently around the classroom and the outdoor play area. Nursery children sit on and control wheeled toys, steering them accurately. The nursery children have regular access to an outside area and the

hall, which allows them to practise the skills of climbing, and moving over, around and through large apparatus, where the children show improving levels of control and co-ordination. Their outdoor play area is secure and contains a range of good quality equipment. Very good use is made of this area to promote children's imaginative and co-operative play in the nursery and reception classes. However, the opportunities for children in the reception class to access outdoor play equipment are limited and this inhibits the progress they make. Throughout the Foundation Stage, children use a range of drawing, writing and painting equipment with increasing skill. Children have access to tools from the beginning of their time in the nursery. They become increasingly competent in the safe and effective use of hammers, scissors and glue. In the reception class, in all lessons, most children can follow simple instructions with ease, but some have difficulty in following more complex and longer instructions. Children learn to use space well and know the routine of 'warming up' and 'cooling down' periods in physical education lessons. In their use of construction toys a significant number of children demonstrate reasonable hand and eye co-ordination. They are developing confidence in the use of different tools such as scissors and brushes, and using joining materials such as glue and sellotape.

### **Creative development**

86. Children's attainment is below the expected levels in this area, and most will still be below expectations for their age by the time they leave the reception class. However, they all make good progress because the teaching is good and they experience a range of activities to support their learning. They explore colour, texture, shape and form, and work in two and three dimensions. In the nursery, children learn about colours by looking at and drawing flowers, and in the reception classes they blend pastels when drawing fruit. Through painting, printing and collage work children learn to express themselves better, use their imagination and learn about design. They learn how to manipulate and mould different materials, and make models from junk material and construction toys. A good range of small toys and well-resourced role-play areas support children's imaginative development. For example, children in a reception class pot up colourful tubs of flowers and watch them grow. When supported by an adult this type of play successfully promotes not only children's imaginative development but also their social development and communication skills. Teachers and support staff are skilled at using open-ended questions to guide children's thinking, and help them develop story lines for their imaginative play. Children have regular access to musical instruments and learn to sing familiar songs from memory. In the reception class they learn to use their imagination to express their ideas and feelings through dance. For example, they creatively act out the story of a seed beginning to grow.

### **ENGLISH**

87. By Year 6, standards in English are broadly in line with those expected nationally. Most pupils make good progress in reading and writing. Higher attaining pupils achieve well, because they are set challenging work. In spite of starting school with well below average literacy skills, pupils make good progress in their learning and by Year 2 standards are close to average in reading and speaking and listening, although below in writing. Likewise throughout the school pupils with special educational needs make good progress, because teachers plan work to meet their needs. Other pupils who need extra help are gaining from the school's adoption of national programmes for boosting the confidence and attainment of these pupils.
88. Pupils' speaking and listening skills are well below average when they start school, but improve steadily and they make good progress in extending their vocabulary and the complexity of the sentences they use. Most teachers are good at using open-ended questions effectively to stimulate pupils' thinking and to encourage answers in more extended sentences and specific vocabulary. In a Year 6 lesson, for example, when the teacher asked for examples of emotive language and rhetorical questions, most pupils found correct examples in the text. They displayed an ability to think beyond the written word and explain the clearly the

viewpoint of the writer, for example, in order to answer questions such as “Why has the writer included an argument against doing something about litter?” Most pupils throughout the school have good listening skills, although some younger pupils tend to interrupt by calling out in their keenness to take part in the discussion and so inhibit others. Teachers ensure that pupils get to know the vocabulary associated with the different subjects of the curriculum. In most classrooms, for example, there are displays of mathematical vocabulary. This helps pupils to explain their ideas more clearly.

89. Pupils’ reading is better than their writing in Year 2 and most achieve within the expected level for their age. Pupils read regularly with their teacher in group reading sessions and pupils are encouraged to take their books home to read. The wide range of books and texts which pupils are introduced to in English lessons stimulates their interest. They are keen readers and older pupils enjoy both fiction and non-fiction books. All have a positive attitude towards poetry, which they also read from choice. Most Year 2 pupils are confident in trying to work out words by sounding out letters, because the teaching of basic skills in reading is systematic and thorough. Teachers ensure that pupils learn a number of ways in which they can work out unknown words so that lower attaining pupils, who are less secure with sounding out words, also make use of the content of the story and illustrations to gain an understanding of the story. Standards of reading in Year 6 are average. Pupils’ library skills are satisfactory. They employ their knowledge of alphabetical order to locate an author and their knowledge of the contents and index to locate a topic quickly. However, they are not confident in using the system of organising the non-fiction books in the library.
90. The school has identified pupils’ writing as a priority. Teachers place strong emphasis on improving basic skills and plan the teaching of spelling patterns effectively. From early on, they instil into pupils’ good habits, such as using dictionaries to find and check spellings. Average attaining pupils in a Year 1/2 class, for example, drew on their knowledge of familiar words and used dictionaries to confirm they had chosen the correct spelling for letter patterns that had the same sound, such as the ‘f’ sound in the word ‘dolphin’. Younger pupils make satisfactory progress overall and communicate their ideas through simple sentences. However, teaching does not focus enough on particular aspects of writing, such as identifying in the planning words that might describe the place or main character. Although sentences in pupils’ stories are appropriately sequenced, higher and average attainers do not sufficiently expand on their ideas or bring their writing to life by choosing interesting words to describe characters or events. By Year 6 pupils have a more secure understanding of how to structure their writing. Teachers choose interesting texts for pupils to analyse so that they have a clear understanding of how different forms of writing are structured and of the important grammatical choices writers make to achieve their purpose. As a result many pupils are highly motivated and try to apply what they have learned to their own work. A Year 6 higher attaining pupil, for example, wrote “As soon as I stepped into the fair a wave of laughter, music, shouting and the sound of the merry-go-round hit me like a tidal wave.”
91. Teachers have a good grasp of the National Strategy for Literacy and they make it clear to pupils what they are going to learn. Teaching is good overall. It is consistently good in Year 6. Literacy display boards feature prominently in all classrooms, assisting learning and reinforcing the work done. For the most part, teachers use the literacy hour well, which enables them to give effective support and guidance to extend pupils’ learning. They use a variety of effective methods to maintain pupils’ interest and generally match the work well to the needs of the differing ability groups, particularly in the Year 6 groups where pupils are organised by ability. Most teachers plan interesting and challenging work and choose relevant and topical texts and tasks in order to motivate pupils. For example, Year 6 pupils’ newspaper reports, based on the story of ‘The Lion, the Witch and the Wardrobe’ were highly imaginative and demonstrated a good understanding of how to create attention-grabbing headlines. On their part, pupils bring very good learning attitudes to their lessons; they listen attentively, work hard and co-operate well with one another. In almost all of the lessons there was a positive working atmosphere. Teachers generally take care to include all pupils throughout each part of the lesson and pupils from the Individual Needs Centre are well supported, because learning

support staff have a good understanding of their pupils and the work set for them. In many lessons teachers use of the final part of the lesson to consolidate pupils' learning. This session is particularly effective when teachers involve pupils in evaluating what they have learnt. There are some good examples of teachers' marking to show pupils what they have done well and guidance to bring about improvement, but it is not always used effectively throughout the school.

92. The use of ICT to enhance pupils' learning in English, through the use of a digital projector and opportunities for pupils to use computers to modify and improve their work, is good. Although in literacy lessons pupils learn to write in a range of styles, opportunities to extend and practise these skills in other subjects are sometimes missed.
93. The leadership and management of the subject are good. The co-ordinator has a very good grasp of the subjects' needs and is clear on how to develop it successfully. She has looked at teaching and given feedback on planning and teaching and learning. Teachers are positive in their response and willingly implement improvements to the curriculum. The school has worked hard to develop procedures for assessment and systems that will enable tracking of individual and groups of pupils' progress. This work is going well and although not fully established as yet, teachers are using the information to identify different groups of pupils and their needs.

## **MATHEMATICS**

94. Pupils' attainment in Year 2 and Year 6 matches the national average. All pupils, including those with special educational needs, are achieving well in lessons and making good progress over time.
95. There are several reasons why pupils do well in mathematics. The school has successfully implemented the National Numeracy Strategy. All lessons include a good balance of mental skills and opportunities to consolidate and extend understanding through direct teaching and practical activities. The quality of teaching is mainly good and, with good assessment procedures, ensures that all pupils are offered tasks that are well matched to their specific needs. The school has also taken advantage of any available initiatives to help promote the teaching of the subject. For example, the 'Keeping up with the Children' project provides training for parents, particularly in Years 1, 3 and 4, to help them understand how the National Numeracy Strategy is taught in school. The school is also involved in a 'Bridging Project' with the local secondary school to help Year 6 pupils transfer successfully when they start their secondary education. Teachers from both the school and the secondary school reinforce this with a presentation to parents.
96. Pupils succeed in all components of mathematics. By the age of seven most pupils undertake a number of investigations to explore numbers and use fractions to numbers up to 100. They can also calculate with amounts of money over £1.00, and use both standard and non-standard units of measurements when estimating and measuring. They can also identify two-dimensional shapes such as square, rectangle, triangle, pentagon and hexagon. In a reception and Year 1 lesson, high attaining pupils could successfully order numbers up to 20 with the correct word card alongside, whilst lower attaining pupils in the class needed adult guidance when ordering numbers up to 10. In a Year 1/2 lesson, higher attaining pupils knew how to use digital times such as 9:15, whilst lower attaining pupils needed some adult help when recording times by the hour, such as five o'clock.
97. By the age of eleven, most pupils have a good understanding of number. They add, subtract, multiply and divide with thousands, hundreds, tens and units confidently. They can multiply and divide using numbers with two decimal places, and identify the properties of quadrilaterals such as a trapezium and parallelogram. In a Year 3/4 lesson, higher attaining pupils interpreted data from a bar chart and understood that five blocks represents one sweet, whilst lower attaining pupils needed adult help in completing their bar charts. In a Year 5 lesson,

higher attaining pupils could successfully construct three-dimensional shapes on dotted paper using cubes and manipulate them, whilst lower attaining pupils needed adult help to see the connection between the cube and how to construct it on the dotted paper. In a Year 6 lessons, most pupils were confident at adding and subtracting decimals to two decimal places using either the column method or line method.

98. Throughout all classes most pupils show a keen and positive interest in the subject and work well. They listen attentively and are eager to answer questions. This was seen in a Year 6 lesson, when pupils were explaining how they had arrived at their answer using either the line method or column method when working with decimals. Pupils use mathematical apparatus, such as number fans in a Reception/Year 1 lesson, wisely to develop their knowledge and understanding of using money. Behaviour and relationships in all lessons were of good quality, with a good rapport between adults and pupils. The subject makes a positive contribution to the pupils' moral and social development through a wide range of activities offered to them. The development of mathematical language such as 'number line', 'net' and 'ordinal' contributes to the development of literacy through the school. Although pupils use ICT to support their learning in the computer suite, the computers in classrooms are currently underused.
99. The overall quality of teaching is good. All teaching staff have a secure subject knowledge and understanding of the National Numeracy Strategy. Planning is detailed and aims for learning are shared with pupils at the start of each lesson. Lessons begin with a well-matched session of mental mathematics. This was seen in a Year 5 lesson, when the class teacher imaginatively used a yo-yo to include all pupils when learning about their nine times table. Teachers take care to ensure that pupils of all ability levels are fully involved and that the questions asked are well matched to take pupils beyond their prior attainment for their different levels of capability. This was seen in a Year 6 lesson, in which pupils of differing abilities were involved by skilful questioning employed by the teacher to draw out answers from them all, when learning about the appropriate operations to be used in a calculation.
100. Work is well matched to pupils' needs in each class, and lessons proceed with good pace and challenge, including an effective overall recap at the end of each lesson. This was seen in a reception/Year 1 lesson, when the teacher asked different pupils what they had learnt when ordering numbers. Well-organised classroom assistants make a positive contribution to the achievements of pupils with special educational needs, including other pupils in the immediate vicinity of where they are working. Class management is good and positive relationships and high expectations of all pupils encourage learning. The marking of pupils' work in the school is not consistent. The better examples gave pupils guidance to help them improve in the next lesson.
101. The subject co-ordinator provides good leadership and management, and is fully aware of the areas for further development in the subject. There is a good policy, and the scheme of work follows national guidance. There are good procedures and systems in place for assessing pupils' progress, in which pupils are given individual targets to achieve, and these are reviewed and monitored each term. The co-ordinator has undertaken a planning scrutiny, and is piloting systems of how to monitor teachers' planning in the future. She has undertaken an analysis of test results and has identified 'problem solving' as an area for development in the subject, and plans to undertake further analysis of statutory tests at the end of this academic year. She has not yet seen her colleagues teach, but this is also planned for later in this academic year.

## **SCIENCE**

102. Standards in science are average by the end of Years 2 and 6. Pupils of all abilities and pupils with special educational needs make good progress through the school and achieve well.

103. By the end of Year 2, pupils have a satisfactory knowledge of the natural world. For example, they identify some differences between plants and animals, know that they grow and reproduce and explain some of the conditions necessary for their survival. Pupils investigate some properties of different materials and describe some ways in which objects can be changed by heating or bending. Most pupils understand the effects of opening and closing a simple electrical circuit and can relate how far a vehicle travels to factors such as the steepness of a slope. Pupils are developing a satisfactory understanding of how to investigate, make simple observations, draw conclusions and explain them. For example, pupils identified and described a range of plants and animals that they might find on the school field and used their knowledge of these creatures to explain why they could not survive in the playground. Pupils are also beginning to record their findings in simple charts and tables and learning to interpret them.
104. By the end of Year 6, average and above average pupils have made good progress in scientific knowledge and understanding and their work covers a good range. They identify and describe in simple terms the function of some parts of plants and some major organs in the human body. They have a satisfactory understanding of how plants and animals are classified and of the ways in which they are adapted to particular habitats. The more able pupils explain clearly some differences between solids, liquids and gases and give good examples of reversible and irreversible changes. Pupils name and show suitable understanding of a range of different forces and are perceptive in identifying the forces at work, for example, on a sliding object or a parachute. Pupils understand that scientific knowledge rests on evidence and have a sound grasp of how investigation should be conducted. For example, pupils understand the need to control variables in an experiment and explain, using a practical example, how to ensure that a test is fair. Pupils speak of the need to plan investigations carefully, to have a clear aim in mind and to observe and record accurately.
105. The quality of teaching is consistently good. Teachers manage pupils very well, taking account of their individual needs and abilities. Relationships are constructive and good-humoured, promoting a positive ethos for learning that enables pupils to enjoy their work and make good progress. Teachers plan well and give well-balanced attention to the different aspects of science. They explain clearly so that pupils know exactly what to do and can set to work promptly and confidently. In some lessons, for example in Year 6, the teacher provides well-planned opportunities for pupils to work together. This is valuable in several different ways. It encourages pupils to develop, share and evaluate ideas and provides a context for pupils to practise using scientific terminology. It improves pupils' ability to work with others on joint projects and benefits their social and personal development.
106. The good teaching helps to promote very good attitudes to learning. Pupils work hard and behave very well. They co-operate effectively and support each other very well. When carrying out an investigation, pupils work safely and handle equipment carefully. Pupils of all abilities enjoy their work and discuss it with obvious interest and enthusiasm. This reflects teachers' success in inspiring pupils by means of interesting tasks and clear, engaging presentations.
107. The leadership and management of science are sound. The subject leader has good subject knowledge, is enthusiastic and is committed to high standards. She sets a good example in her own teaching. However, there is not yet any systematic monitoring of teaching and learning. This means that the good practice found across the school is not yet effectively shared and some opportunities to extend pupils' activities and progress are missed. Assessment procedures, particularly for the older pupils, are not sufficiently rigorous and secure. As a result, teachers do not have the up-to-date knowledge of pupils' attainments that they need to plan for the best possible progress.
108. Using the information that they have, teachers have identified an overall need to increase the emphasis on pupils' practical and investigative skills. This is working well and the results are beginning to be seen in pupils' confidence and progress in this aspect of science. The use of ICT in science, for example to log data from observations, remains underdeveloped. Given the

good quality of teaching, the subject manager's well-informed, enthusiastic leadership and teachers' shared commitment to high standards, the prospects for sustained improvement are very good.

## **ART AND DESIGN**

109. Standards in art and design are broadly average in Years 2 and 6. Pupils throughout the school make good progress and enjoy all aspects of the subject. This is due to good teaching that draws closely on the school's effective scheme of work and encourages pupils to do their best work.
110. Pupils' observational skills are promoted particularly well throughout the school and standards in this aspect are high. In lessons in Year 6 pupils explored paintings by Lowry and their teachers used questions effectively to draw pupils' attention to the distinct style of his work. There were very good links with history as the teachers encouraged pupils to remember what factory workers' lives might have been like, and the buildings and smoky environment at the time of his painting. This reflected well in the matchstick figures, tall buildings and attention to clothing and body stance in their own drawings. The discussion prompted some pupils to experiment with pencil shading to create a smoky effect that added further impact. Pupils thoroughly enjoy their work in art and design because teachers provide good stimulation through interesting activities. Some of the pupils' 'Through the window' pictures were very detailed and attractive. A pupil mentioned that a lesson on a 'walk in the moonlight' stimulated more interesting pictures in the style of Seurat on the computer.
111. Pattern making was being taught particularly well in Year 3/4 where effective planning provided a good range of experiences. Pupils' work, using stencil, printing and black and white effects, was interesting and imaginative. Teachers displayed the work attractively, which further boosted pupils' enthusiasm for art and design. This is a strong feature elsewhere in the school, where pupils' work and examples of the work of famous artists are prominently displayed. As a result, by the time they leave the school, pupils have a good awareness of famous artists and the different styles and techniques they used. However, this awareness is limited largely to European or 'white' art and the opportunities for pupils to be aware of art from a variety of cultures are largely missed.
112. The subject is led and managed well. The art and design co-ordinator is enthusiastic, and promotes the subject effectively, particularly in organising the high quality displays around the school. This gives her a good overview of standards. Her role in monitoring teaching to identify what works well, and what needs improving, in the teaching of art and design, is now being developed well. The use of assessment information, however, is limited and those pupils with a particular talent for art and design are not being consistently challenged.

## **DESIGN AND TECHNOLOGY**

113. Standards in design and technology are as expected by the end of Year 2, but above average by the end of Year 6. Pupils make good progress throughout the school and are achieving above the expected levels by the time they leave the school. Recent developments in planning provide improved guidance for teachers in their lesson planning so that there is better coverage of all aspects of the subject. The skills pupils need to design their projects, and to shape and join materials, are now taught systematically in each year group. These are all helping to improve standards.
114. The quality of teaching is good. Pupils show a keen interest in their design and technology work because teachers plan interesting real-life projects that challenge and stimulate their enthusiasm. Several pupils said that it was their favourite subject. As a result, they work very hard and take pride in presenting a good quality finished product. Pupils in Year 1/2 concentrated well when attaching wheels and an axle in order to make their 'dream car' move.

In all lessons, very good relationships mean that teachers manage their pupils extremely well, and there is a strong sense of teamwork and co-operation. Teachers carefully observe pupils as they work, intervening with just the right questions to help them improve their work. This was best seen when the Year 6 teacher discussed whether masking tape or corner supports would provide a better join for a pyramid shape as pupils designed their 'Crystal Palace'. Because of this discussion, the pupils improved their structure and made it much firmer.

115. There is good attention to teaching the skills involved in the designing and making process. Pupils carefully produce well-labelled diagrams and plan the materials they will use. They understand the importance of trying out their designs by making a prototype. They learn to evaluate their work critically. This was evident when pupils in Year 5 changed the shape of some their paper weaving because they noticed that it would not make a very good classroom display if they were "all square". Pupils in Year 6 made their plans more detailed by adding measurements based on parts of their products already made to scale.
116. Pupils work with a good range of tools and materials, with good use of many different papers and cardboard for many of the projects seen during the inspection. For instance, when they designed and made slippers in Year 5, they worked hard to make them practical and attractive to the buyer. No opportunities were missed for pupils to work with fabrics and materials other than paper. Teachers' confidence is improving but the subject co-ordinator is aware of the need to widen further the range of tools and materials pupils use. The leadership and management of the subject are good. She is enthusiastic and provides a strong lead for others in her teaching. The opportunities to enable her to monitor teaching and learning, and more closely assess pupils' progress in order to ensure they move forward consistently in each year group, are still being developed.

## **GEOGRAPHY and HISTORY**

117. Pupils' attainment in Year 2 and Year 6 matches the national expectations for both subjects. Throughout the school all pupils, including those with special educational needs, achieve well in lessons and make good progress over time in developing the key skills and ideas associated with these subjects.
118. Pupils in Years 1 and 2 develop a secure understanding of the passage of time, and can distinguish between the past and present. This was clearly demonstrated in a Reception/Year 1 lesson, when pupils knew that houses today are different from those of a hundred years ago. They know that in the past people washed in a building separate from the main house, unlike today when it is part of the home. In Year 1 and 2 classes, pupils can sequence the main events of how people reacted to the plague in the seventeenth century. They know that people would leave a town or city to live in the country, and people who had the plague would be locked away in their homes. Pupils' geographical skills are developed well by contrasting the local environment around Mansfield with different locations in the United Kingdom. This was demonstrated in a Year 1/2 lesson, when pupils could identify where Skegness and Blackpool are on a map of the United Kingdom. They also knew that these towns have distinct features such as a beach and are near to the sea, which make them popular holiday resorts during the summer months.
119. Between Years 3 and 6 the pupils build up the skills they have acquired in both subjects. For example, in a Year 3/4 history lesson, pupils know and understand why children were evacuated away from cities and towns during the Second World War. They also know by handling artefacts from this period, such as a gas mask, suitcase and identity card, how children would be billeted with a family until it was safe to return home. In a Year 5 history lesson, high attaining pupils in the class could identify differences from photographs taken of Mansfield over a century ago, of the transport being used, the appearance of buildings when compared with today, and the clothes people were wearing. Lower attaining pupils needed some adult prompts and guidance when they were listing these differences of Mansfield now



and of a hundred years ago. Pupils also learn about ancient civilisations such as the Ancient Egyptians. For instance in a Year 6 history lesson, pupils learned about the 'embalming school process' of the mummification of dead bodies. They know and understand that the major organs of the body were extracted before the body was wrapped in layers of cloth to preserve it.

120. In geography pupils develop their skills by contrasting and comparing different locations and developing their geographical vocabulary. For example, in Year 6 pupils have undertaken a study on the water cycle and its effect on the environment. They know and understand that water in the form of rivers creates distinct physical features such as waterfalls, flood plains and tributaries. In Years 3 and 4 pupils have undertaken comparisons with the local area of Mansfield and India, and looked at differences of climate and landscape, the houses people live in, and the types of schools children attend. They also can identify the major cities of India on a map, and know it is located on the continent of Asia. In their local studies, pupils in Year 5 have undertaken an environmental study of Quarry Lane, and have identified why they like the site and why it is special, including comments on how it could be improved. They have also drawn large-scale maps of their routes from home to a friend, which include instructions, and undertaken a traffic survey of Moor Lane. Despite these local studies, the opportunities for pupils to learn about the multicultural and multiethnic nature of Britain today are limited.
121. Pupils have positive attitudes to their work in history and geography. They are keen to find out about different things and enjoy handling artefacts and photographs. This was seen in a Year 3/4 history lesson, when pupils were excited to hold a gas mask and suitcase from the Second World War period. They use their literacy knowledge appropriately in both subjects, for example 'map' and 'erosion' in geography, and 'blitz' and 'mummification' in history. This, and the encouragement to use their speaking and listening skills, effectively promotes the development of literacy overall in school. The teaching of history and geography makes a positive contribution to pupils' moral, social and cultural development. For example, visits to Perlethorpe Environmental Centre by Year 1 and 2 pupils, the Jorvik Centre by Year 3 and 4 pupils, and Mansfield Museum by Year 5 pupils help with this provision. During the week of the inspection, pupils from the Year 3/4 classes visited Southwell Minister, which helped with developing their overall knowledge and understanding in both subjects.
122. The overall quality of teaching is good. Lessons are characterised by good planning and challenging activities to take pupils' learning forward in both subjects. This is because teachers have good subject knowledge and hold pupils' attention well, clearly demonstrated in a Year 6 history lesson when the teacher vividly described through demonstration and reconstruction the process of mummification from the Ancient Egyptian period. Teachers also use questioning and intervention well to develop pupils' knowledge and understanding about both subjects, for example, in Year 5 history lesson when pupils were using old photographs to develop their skills of identifying similarities and differences, and in a Year 1/2 geography lesson when comparing and contrasting localities in the United Kingdom. Displays, photographs and artefacts are also used well to interest and stimulate pupils, for instance the large dolls house and models used in a Reception/Year 1 history lesson, to help develop pupils' knowledge of changes in people's living habits in the last hundred years. All adults manage the pupils well, which in turn builds up a positive relationship between staff and pupils, which in turn enables the pupils to learn well in lessons.
123. Although the teaching staff use ICT to support learning in the two subjects, there is not yet a consistent approach to this across the school. In some examples of previously completed work in both subjects, there are examples of an over-reliance on photocopied sheets, which tends to stifle opportunities of pupils working in small investigative groups. There are good displays of pupils' work in both subject areas around the school, for example, in a Year 3/4 classroom on the Second World War.
124. Both subjects are led and managed well. Currently the permanent co-ordinator is on maternity leave, and the two temporary job-share teachers are managing the subjects. There are good

policies for both subjects, and schemes of work follow national guidance. Teachers' planning is monitored by the permanent co-ordinator, and it is planned that she will undertake observations of her colleagues' teaching in both subjects when she returns to school. Currently there are no whole-school assessment procedures in place, but it is envisaged they will be in place by the autumn term after piloting assessment procedures for both subjects have been undertaken. The permanent co-ordinator has undertaken a review of both subjects to ensure there is progression and continuity across the school.

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

125. Pupils' attainment in ICT is above that expected for their age by the end of Years 2 and 6. Pupils of all abilities including those with special educational needs make good progress. Lesson planning is good and the ICT curriculum framework developed by the co-ordinator ensures that pupils have access to challenging progression. This is further enhanced by the inclusion within the planning of what should be expected from pupils with differing levels of ability. The co-ordinator is beginning to lead and manage the subject well since her appointment in September and has clear and effective plans for the subject's continued development, together with the support from a very committed head teacher and governing body to implement them successfully.
126. Pupils in Years 1 and 2 use laptops and PCs with confidence in support of their work in geography, loading software from CD-ROMs to explore different countries and record significant facts and information related to places they have visited on holidays. Pupils were able to demonstrate saving work to their personal work folders and retrieving it. Pupils were able to talk about the graphs generated from data collected and how to interpret the results.
127. Years 3 and 4 pupils further develop their confidence and competence in developing their ICT skills using a variety of equipment and software. Working both individually and co-operatively with partners, they used a music program to create their own melodic phrases, selecting and changing tempo, instruments and style from baroque to jazz. Assessment of learning is prompted by the teachers encouraging pupils to assess each other's work and allowing them to identify improvements. They were also able to recall accurately work they had done with control technology and *Logo*-based software.
128. Pupils in Year 5 confidently used the Internet to access a local history website from within their own class via laptops using the school's wireless network. They were able to demonstrate saving images, manipulating them and inserting them into word and desk-top publishing documents for future reference. Pupils were adept at inserting the necessary cables to link laptops to the network. They talked, with good recall, of using images within media presentations they had created on a variety of history-related topics such as 'Florence Nightingale' and 'Clothes'.
129. Year 6 pupils demonstrated their familiarity and security with the Internet as a tool for research through refining search techniques across a number of different search engines. The pupils had been discussing the impending war in Iraq in a previous lesson and voicing and reflecting upon the moral issues associated with this. This was then used as a starting point to demonstrate the need for specificity within searches on the Internet by refining the focus and choice of words within the search. These older pupils are now being enabled to fully develop their skills in e-mail.
130. A strength of the school is the use made of ICT to support and develop pupils' learning in cross-curricular ways; this was evident in religious education, English, mathematics, design and technology, science, music and art and design.
131. Pupils enjoy the subject and quickly settle to the work in hand. During work in pairs they co-operate well, discussing and sharing activities well. Pupils have sufficient confidence to

persevere when they encounter difficulties. They handle equipment with care and respect. These very good attitudes reflect the quality of provision for pupils' moral and social development that is present in lessons and which adds significantly to the quality of their learning. A number take an active part in the after-school computer club.

132. The quality of teaching is good overall. Effective use is made of the school's significant and innovative investment in this subject, including enabling pupils in Key Stage 2 to take part in the 'Anytime Anywhere Learning Project' through which they can own their own laptop, which are regularly used in their classroom work and for homework. Teachers have secure subject knowledge that enables them to provide clear explanations and instructions, enabling pupils to learn effectively. They use the correct and appropriate terms and vocabulary for the subject. Very good use is made of the multimedia equipment. Consideration, however, should be given to the current placing of the suite within the school as the constant through traffic observed during the inspection along the corridor provides a significant distraction to teaching and learning. The ICT co-ordinator has recently introduced a comprehensive software-based assessment scheme to the school though this is not yet embedded in practice on a regular basis
133. Parents are actively encouraged to be aware of, and involved in, their children's learning in this subject through a number of community-based initiatives, often run in the school's RETRACE centre.

## **MUSIC**

134. Standards in music are broadly as expected for pupils by the end of Year 2. Year 6 pupils make good progress and achieve standards that are higher than those expected for their age. Pupils enjoy music, because they have frequent opportunities to learn through practical music making activities and playing classroom percussion instruments.
135. Pupils in Years 1 and 2 sing in assembly with confidence and enjoyment. They listen carefully to the music, satisfactorily matching their voices to the shape of the melody and keeping in time with the recorded accompaniment. These younger pupils have satisfactory rhythmic skills and repeat short patterns based on words and phrases. They perform a rhythm to a given pulse by clapping and using untuned percussion instruments.
136. Pupils in Year 6 benefit from weekly music lessons which are planned and taught by a specialist teacher. The teacher systematically develops pupils' skills in all aspects of the music curriculum. They sing well with a pleasant, unforced tone. The choir, which include pupils from Years 4 to 6, sing expressively and match the tone quality of their voices to the style of the music, because they take careful note of the teachers' good example. In all classes pupils maintain their independent line well when singing in two and three parts, demonstrating an awareness of how their part fits within the whole. They have an understanding of how songs are structured and recognise the importance of the relationship between the lyrics and the melody in song writing. They apply this knowledge when composing their own songs. In the lesson seen, they worked well together, sharing their skills to combine their own lyrics and melody, using their aural skills to fit this within a given chord sequence.
137. Teaching is satisfactory. Teaching in Year 6 is very good, because the teacher has specialist subject knowledge, which she uses well to plan interesting and stimulating projects, choosing a musical repertoire which has a relevance to pupils' own lives. Lessons have a clear focus and build on pupils' previous learning. They give clear explanations, supported by demonstration, to ensure that pupils understand the playing and composing tasks. In a Year 6 lesson, pupils showed a willingness to adapt and change their ideas in order to improve their compositions, because the teacher provided knowledgeable and constructive support and had established an understanding of how composers go about creating music. The school

provides opportunities for pupils to learn the violin, guitar or keyboard. This greatly enhances the overall progress pupils make.

138. The subject co-ordinator, although new to the school this year, is well placed to extend the developments already underway due to her good subject management. She organises music for assembly and uses her specialist expertise to lead the singing sessions and has established a choir and recorder groups. Pupils are very keen to take part in these activities and the uptake is good. She has carried out an audit, purchased materials to support teaching and has identified appropriate areas where further work is needed, such as assessment and the availability of music from other cultures.

## **PHYSICAL EDUCATION**

139. The standards achieved by pupils by Year 2 are in line with expectations of pupils this age in swimming, games and gymnastics. Due to very good teaching their attainment in dance is above expectations for their age. By the time pupils leave the school their skill in games, dance and gymnastics has developed appropriately. School evidence shows also that pupils have engaged in a variety of outdoor/adventurous activities and that their knowledge in this is appropriate for their age. Most pupils reach the expected levels of swimming competence with about half exceeding them. Pupils' familiarity with the water develops well so that they can float and move with growing confidence, learning different methods of propulsion.
140. Pupils in Key Stage 1 have developed a good range of body movements which they are able to incorporate into simple sequences. For example they know a variety of different jumps, rolls and balances. They have good control of these movements and pay careful attention to the quality of landings and the shapes of their bodies and limbs. In the older classes pupils' ball skills are appropriately developed so that most pupils can kick accurately over a short distance. They know different methods of trapping a ball and can move reasonably quickly while still keeping it under control. Pupils can work with team mates to try to defeat opponents, in small-sided games of football and netball for example.
141. Pupils make good progress in dance and gymnastics because of the attention to detail paid by their teachers. This ensures pupils are aware of the need to concentrate on body shape and control so that their sequences are of good quality. Their performance is also improved by the use of assessment to point out what is successful and what could be improved. In two, different, Year 1/2 lessons the teachers encouraged pupils to watch their classmates perform and then comment on what they saw, paying careful attention to why a move was 'good' rather than just saying that it was. In these lessons pupils were encouraged to try hard and to respond to the comments being made. This they did, finding a variety of ways of improving, and were confident when showing their sequences. Teachers' planning is good and ensures that activities build on each other to develop the skills being taught. A Year 6 dance lesson was excellent. The outstanding after-school dance club further enhanced this. The many pupils involved were achieving standards far above those expected for their age.
142. The quality of teaching is good overall with some very good teaching, and occasionally excellent teaching in a few lessons. Lessons began purposefully with a well-structured series of activities to encourage pupils to be conscious of the need to warm-up. Pupils were given clear instructions about what was expected of them and were encouraged to achieve high standards. There is a strong emphasis on giving of one's best and on playing a full part as a member of a team or group. In both key stages, teachers dress appropriately for physical education. Pupils change sensibly into appropriate kit and they take part in lessons enthusiastically. They listen well and respond quickly to instructions. Good opportunities are provided for pupils to evaluate each other's performance. The school also makes good use of 'outside' coaches to improve pupils' progress in games and swimming. In addition, clubs arranged outside the school day give pupils the opportunity to develop their skills in dance and gymnastics as well as a variety of ball games.

143. Pupils have a good attitude to physical education and enjoy taking part in the different activities of the subject. They pay due attention to the need for care when carrying equipment and when moving about in confined spaces.
144. The co-ordinator is knowledgeable and keen and has a clear view of how the subject is to be developed. Lessons have been observed, plans scrutinised and pupils seen in order to raise the quality of teaching and learning. The co-ordinator has been successful in obtaining for the school the expertise of outside coaches which forms an important part of the teaching strategy. The assessment of pupils' progress and the use made of it to provide appropriate work are not yet appropriately developed.
145. The very good after-school clubs for dance and games enhance the curriculum. Football and rounders matches are played against local teams. Physical education makes a positive contribution to the pupils' moral and social development, through involvement in clubs and teams and in encouraging co-operative work and the recognition of the need for rules in games. There is also a lunchtime Cross Country Club, a Cross Country team and an annual Swimathon. Each year an inter-school football tournament is held on the school field.

## **RELIGIOUS EDUCATION**

146. By the age of seven and eleven pupils' attainment in religious education is in line with that prescribed by the syllabus taught in the local authority's schools. The syllabus provides pupils with opportunities to learn about the main religions practised in this country, such as Buddhism, Islam, Judaism and Christianity, and so makes an effective contribution to multicultural awareness in the school.
147. Pupils in Year 1 know they read the Bible to know about Jesus and can confidently relate favourite stories from the Bible including Zacchaeus and "Jesus sharing all the food". By the end of Year 2 pupils have gained an insight into the beliefs and customs of different religions and have begun to compare them. They know for example that Christians and Jews believe in the power of prayer and attend special places to worship God. They also know that both the Bible and the Torah are special books that contain stories, prayers, rules and principles that provide the foundation for their faiths.
148. Pupils in Years 3 and 4 study different strands of Christianity such as Greek Orthodox and Catholicism, consider great leaders and compare and discuss pilgrimages, looking at the Muslim Hajj and Southwell Minster during the school's bi-annual trip. Pupils in Year 6 know about other world religions. They have explored and compared Muslim and Sikh beliefs with Christianity. They begin to identify moral dilemmas and situations arising from a lack of tolerance towards people from different ethnic backgrounds: "We are all the same, different religions but all the same."
149. Whole-school events have included a harvest festival where proceeds were donated to the local Salvation Army who attended the service, and a carol service led by all of Key Stage 2 pupils, which was well attended by parents. A whole school Easter service is planned. There are also further workshops planned for Year 5 pupils as a follow-up to a recent Buddhist workshop and assembly.
150. The overall quality of teaching is good. Teachers have good subject knowledge and approach the subject with imagination and enthusiasm. Where lessons are good the teacher relates religious themes to the pupils' lives and world issues and encourages pupils to talk freely about their ideas and feelings. Relationships between pupils and teachers are good and pupils respond well to questions and suggestions. The good use of praise helps pupils gain in confidence and they contribute effectively to discussions. Lessons help pupils to value and care for each other and enable pupils from different faiths to share and discuss their beliefs and customs freely.

151. Management and leadership of the subject area are satisfactory. Resources have been audited and increased to match the new age groups within the school. There is some limited monitoring of teachers' medium-term planning. Although a recent work scrutiny confirmed progression across the revised curriculum framework and resulted in a detailed action plan, the current monitoring systems do not enable the co-ordinator to gain enough knowledge of the standards pupils achieve, in order to further develop the subject. Assessment procedures are underdeveloped at present but the co-ordinator has identified this as a priority.