

# INSPECTION REPORT

## **HIGH OAKHAM PRIMARY SCHOOL**

Mansfield

LEA area: Nottinghamshire

Unique reference number: 133278

Headteacher: Sandra Pasierb

Reporting inspector: John D Eadie  
20191

Dates of inspection: 16<sup>th</sup> - 19<sup>th</sup> September 2002

Inspection number: 249037

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:	4 - 11
Gender of pupils:	Mixed
School address:	Nottingham Road Mansfield Nottinghamshire
Postcode:	NG18 4SH
Telephone number:	(01623) 461313
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Appropriate authority:	The governing body
Name of chair of governors:	Mr J Sankey
Date of previous inspection:	No previous inspection: new school, September 2001

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
20191	Mr J D Eadie	Registered inspector	Educational inclusion Science Information and communication technology Art and design	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19430	Mr E T Hall	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
25203	Mr R Cooke	Team inspector	Special educational needs English as an additional language Mathematics French Music	How good are the curriculum and other opportunities offered to pupils?
6282	Ms P Raja	Team inspector	The Foundation Stage Design and technology Physical education Religious education	
32207	Mrs J Thomas	Team inspector	English Geography History	

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

### **INFORMATION ABOUT THE SCHOOL**

High Oakham Primary School is a new school, which takes pupils from the ages of four to 11. It opened in September 2001 in the buildings originally occupied by High Oakham Middle School. The first year of the school was significantly disrupted, with building work going on all year and almost all classes having to move rooms at least once during the year. The pupils came from 16 different schools, with a wide range of educational experiences and achievements. The school retained a large number of Year 6 pupils from the Middle School, who represented about a third of the school in its first year. A number of teachers also came from middle schools and they had to readjust from teaching single subjects to teaching all subjects of the Primary curriculum. It is now a school of 253 pupils, with a further 16 in the Reception class. Most of the pupils come from the immediate locality of the school, which is a well-established area of privately owned houses on the outskirts of Mansfield. The proportion of pupils eligible for free school meals is well below the national average. Almost all the pupils are of white British heritage and only two do not speak English as their first language. The proportion of pupils with special educational needs is below average, most of these having specific learning difficulties. Currently, no pupils have statements of special educational need. Most children have above average attainment on entry to the school.

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

High Oakham Primary School is a good school. It has made considerable strides during its first year, despite the difficulties it has had to face. Despite some variability, the quality of teaching is good overall and the pupils are achieving above average standards. The quality of leadership and management is very good. The school is giving good value for money.

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

- The school is very well led and managed and has made significant progress during its first year.
- The school successfully promotes an enthusiasm for reading, which has resulted in above average standards of reading through the school.
- The pupils have very good attitudes to their school, behave very well and relationships at all levels are very good.
- The school is a very caring place, where the pupils are safe and happy.
- The provision for the children in the Foundation Stage is very good.
- The governors are knowledgeable and very actively involved in the management of the school. Governors and parents are very supportive of the school.

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

- In some cases, there are weaknesses in the teachers' awareness of how pupils of this age learn and in their subject knowledge.
- The role of some of the subject co-ordinators is insufficiently developed.
- Standards of writing are not as good as standards in other aspects of English.

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

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

This is the first inspection for this school. As the first year was so disrupted because of building work and other factors, many aspects of the school are still being developed. However, a great deal of hard work has been done, and it says much for the governors, headteacher and staff that the school has reached the stage of development that it has. There is a good, shared commitment to continuing to take the school forward.

## STANDARDS

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

Performance in:	compared with	
	all schools	similar schools
	2002	2002
English	A	C
mathematics	C	E
science	A	B

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

The school did well to achieve the above results, bearing in mind the disruption during the year. Results attained at the end of Year 2 were well above average in writing and above average in reading and mathematics. The judgement of the inspection is that standards are above average in English, mathematics and science, both at the end of Year 2 and Year 6. Standards are also above average at the end of Year 6 in art and design, geography and history. Standards in information and communication technology and in religious education are average at the end of Years 2 and 6. The children in the Foundation Stage achieve above average standards by the end of their time in the Reception class. Although progress is variable between classes, the majority of pupils achieve at least satisfactorily in the range of subjects.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils enjoy coming to school and have very good attitudes to their work.
Behaviour, in and out of classrooms	The pupils behave very well in and around the school. There were two short fixed-term exclusions last year, which were very effective in establishing good order in the school.
Personal development and relationships	The pupils are developing very well into responsible young citizens. Relationships at all levels in the school are very good.
Attendance	Rates of attendance are above the national average. Almost all pupils arrive at school punctually and lessons start on time.

## TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Good	Good

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

The quality of teaching and learning is good overall. It is quite variable, as there was a significant proportion of very good teaching and a couple of excellent lessons, but there were also a few unsatisfactory lessons. English and mathematics are well taught and the pupils learn the basic skills of literacy and numeracy well. There are many general strengths in the teaching. For example, the quality

of the teachers' planning is good and the pupils benefit from the progressive learning from lesson to lesson. In almost all lessons, the teachers manage their classes very well, creating a calm and orderly learning environment in which it is easy for the pupils to learn. Most lessons progress at a good pace, ensuring that the pupils work productively. The teachers make good use of the resources available to them, so retaining the interest and enthusiasm of the pupils. The teachers use homework effectively. Homework is set regularly and is planned well to ensure that the pupils' learning in lessons is enhanced. The major general area for development in teaching is connected with the need for further training for teachers and the sharing of the good practice that is already going on within the school. In most of the less effective lessons, the teachers did not have sufficient understanding of how pupils of this age learn. In these lessons, the needs of a number of pupils are not met, although generally the teachers meet the needs of the pupils in their classes well. There are also shortcomings in the subject knowledge of some teachers in some subjects. A further area for development is to give the pupils greater understanding of what they have learnt. In few lessons is the objective for learning shared with the pupils and then reviewed at the end of the lesson, so that the pupils can judge if they have achieved well.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a sound range of learning opportunities for the pupils. The curriculum is significantly enhanced by a very good range of visits out of school and visitors into school. There is a good range of extra-curricular activities.
Provision for pupils with special educational needs	Sound provision is made for the pupils with special educational needs.
Provision for pupils with English as an additional language	Good provision is made for the pupils with English as an additional language. They receive good support and are quickly able to take a full part in all school activities.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision is made for the pupils' personal development. This provision is particularly good for their moral and social development.
How well the school cares for its pupils	The school is a very caring, safe and happy environment for the pupils and has a good racial inclusion policy. This is effective as all pupils, whatever their ethnic background, are fully included in all school activities. There are good systems of assessment starting to be used for the core subjects of English, mathematics and science, but no formal systems of assessment for other subjects.
How well the school works in partnership with parents	The parents have very positive views of the school and there is a very effective partnership between parents and school. This is significantly enhanced by the work of the Parent Teacher Association.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good, clear leadership for the school and is supported well by her deputy and other key staff. The school is very well managed at all levels. Many of the curriculum co-ordinators have made a good start, but some need further guidance on how best to fulfil their rôle.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities very well. They are very knowledgeable and well informed and are very supportive of the school.
The school's evaluation of its performance	The school is already good at analysing its strengths and areas for development, and has made clear plans for future development. However, as there have been other priorities in the first year, the monitoring and evaluation of teaching and learning have not been sufficiently rigorous.
The strategic use of resources	The school has sufficient staff, although some need further training to teach this age group more effectively. The accommodation is very spacious and there are good resources for most subjects. All resources available to the school are used well and the school applies the principle of best value well.

## 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>• The leadership and management of the school.</li> <li>• The teachers have high expectations of what their children can achieve.</li> <li>• Their children like school.</li> <li>• The standards of behaviour.</li> <li>• The way the school is helping their children to become mature and responsible.</li> </ul>	<ul style="list-style-type: none"> <li>• The information that they receive about their children's progress.</li> <li>• Levels of homework.</li> </ul>

As can be seen from earlier sections of this report, the inspectors agree with all positive parental comments. With regard to the areas that some parents would like to see improved, the judgement of the inspection team is that:

- the parents receive very good information about their children's progress at consultation meetings but the school acknowledges that there are some shortcomings in the annual reports; and
- levels of homework are appropriate and homework makes a good contribution to the pupils' learning.

## **PART B: COMMENTARY**

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

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

1. Standards of work seen in the inspection in English, mathematics and science are above average by the end of Year 6. The pupils of all ability levels achieve satisfactorily during their time in the school. The school has done well to achieve these standards, bearing in mind the difficulties that it has had to overcome.

Strengths in standards achieved are:

- standards in English, mathematics and science are above average at the end of Years 2 and 6;
- standards are above average in art and design, geography and history at the end of Year 6 and in art and design at the end of Year 2;
- standards are above average by the time the children leave the Foundation Stage<sup>1</sup>.

An area for development is:

- standards of writing are not as good as standards in other aspects of English.

2. As it is a new school, there are no National Curriculum test results for previous years. The results for the National Curriculum tests in 2002 were well above average in English and science and average in mathematics. When compared with schools with a similar proportion of pupils eligible for free school meals, they were above average in science, average in English and well below average in mathematics. It must be remembered that these pupils were working under significant difficulties due to the building work during the course of the year. Not only that, but they had to readjust to a primary curriculum, having been subject taught in the Middle School for the previous year. Targets were set for their attainment by the Middle School teachers a year before the tests and these targets were exceeded quite comfortably in all three subjects. This was most noticeable in the proportion of higher levels attained in the tests, particularly in English and science where nearly half the pupils achieved the higher Level 5. A few pupils were entered for Level 6 and two attained this high level in science. This indicates high levels of challenge.
3. The results in the National Curriculum tests in Year 2 in 2002 show standards in writing to be well above average, and in reading and mathematics they were above average when compared with all schools nationally. When compared with schools with a similar proportion of pupils eligible for free school meals, standards were above average in writing and average in reading and mathematics.
4. From an above average starting point, the children in the Foundation Stage make satisfactory progress to attain above expectations in all areas of learning by the time they start the subjects of the National Curriculum in Year 1. The children in the Reception class make good progress in their personal, social and emotional development and in their creative development. The teacher ensures that they quickly learn the routines and gives them significant independence to organise themselves from an early stage.
5. Standards in English and in literacy are above average by the end of Year 2. They are above average in speaking and listening and reading and average in writing by this age. In speaking and listening, the pupils have a wide vocabulary, both of everyday language and of words relevant to the subjects they are learning in Years 1 and 2. They express themselves well and usually listen well and respond appropriately. In reading, there is a good range of books for the pupils to read and they are supported well both in school and at home in developing their reading skills. There were inconsistencies noted in the scrutiny of last year's work between the two classes in writing at this

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<sup>1</sup> The Foundation Stage contains the children in the Reception class.

age and overall the pupils did not achieve as well in writing as in the other aspects of English. The school already has plans to address this area for development. The pupils make satisfactory progress in English in Years 1 and 2.

6. The standards that the pupils achieve in English and literacy are above average by the end of Year 6. The pupils in Years 3 to 6 make satisfactory progress. This progress is variable between classes due to the variability of teaching. The pupils' attainment in speaking and listening and reading in Year 6 is above average. However, standards of writing are average as the pupils have insufficient opportunities to practise in their writing, the spelling, grammar, punctuation and vocabulary that they learn in the numerous exercises that they do. The pupils' literacy skills are well supported in other subjects of the curriculum, with teachers using correct subject terminology in science, for example.
7. Standards in mathematics and numeracy are above average by the end of Year 2 and the pupils make satisfactory progress in this subject in Years 1 and 2. Standards in using and applying mathematics are average at this age as the over-use of printed worksheets limits the amount of independent work that the pupils do. The pupils of this age have well-developed skills in number work and a good grounding in the concepts of shape, space and measure.
8. The pupils achieve above average standards in mathematics and numeracy by Year 6. Their ability in using and applying mathematics is average as they do not have sufficient opportunities to use and apply their knowledge and understanding, again using too many worksheets. The pupils have well-developed knowledge and ability with the four rules and can carry out complex calculations, often being able to manage these in their heads. This ability has improved as a result of the effectiveness with which the school has implemented the National Numeracy Strategy. The pupils have good understanding of shapes and their skills of measuring accurately are good. The pupils have good knowledge and understanding of how to collect, collate and analyse data. The pupils in Years 3 to 6 make satisfactory progress in mathematics. Numeracy skills are used well in other subjects. For example, the pupils are developing these skills well when they use spreadsheets in information and communication technology (ICT).
9. Standards in science are above average by Year 2 and at the end of Year 6. The pupils make satisfactory progress in science through the school. The pupils have good knowledge of all aspects of the subject, but their ability in investigative and experimental science is only average, particularly in Years 3 to 6. This is because the pupils have had insufficient opportunities to carry out experiments for themselves or record their findings in their own way. The school is aware of this weakness and is already addressing it.
10. Standards of work in art and design are above standards normally expected of pupils of this age. These standards are being achieved owing to the very good curriculum planning created by the co-ordinator and the good range of resources available for the teachers and pupils to use. Standards in geography and history are above expected levels by the end of Year 6 mainly because of the good curriculum coverage and the wide range of visits, which enhance the curriculum. Standards in ICT are in line with expected levels by the end of both Year 2 and Year 6. Standards in religious education (RE) are at the levels expected in the locally agreed syllabus by the end of Years 2 and 6. Standards in all other subjects are in line with expectations by the end of Year 2 and Year 6.
11. The pupils with special educational needs (SEN) attain standards that are below, but not well below, those normally expected of pupils of this age. They are receiving good support from their teachers and teaching assistants and are making good progress, bearing in mind their relative abilities. The two pupils with English as an additional language (EAL) have only recently arrived at the school and are making good progress in speaking and understanding English.

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

12. The pupils' attitudes, values and personal development are very good. They behave very well. Their relationships are very good. Parents wholeheartedly agree with this. They firmly believe their

children enjoy school and make good progress.

Strengths in this aspect are:

- the pupils show great interest in lessons and the wide range of activities the school provides, including extra-curricular activities;
- behaviour is very good in lessons, about the school and when the pupils represent the school in the community. The pupils have high moral and social standards;
- the pupils' personal development is very good;
- relationships between pupils and between pupils and adults are very good;
- rates of attendance are above the national average.

There are no areas for development in this aspect.

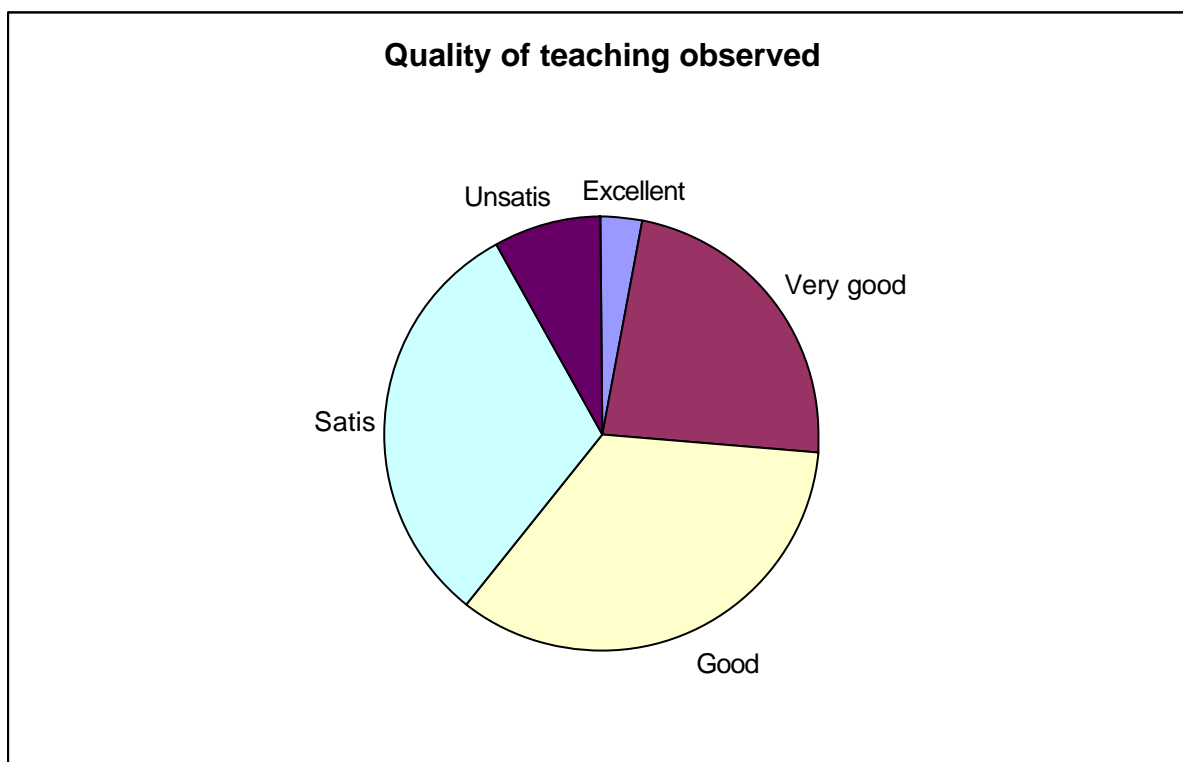
13. The pupils' attitudes are very good. They are eager to come to school and approach their lessons with enthusiasm. They settle down quickly at the start of lessons and maintain concentration very well to the end of the day. The older pupils are keen to finish their tasks even when the bell rings, particularly when teachers provide challenging and interesting lessons. The pupils are very willing to talk about what they are doing, happily correct their mistakes, and readily explain how they arrive at their answers. They collaborate well in groups when encouraged to do so, often with a buzz of industry. They can display good qualities of independent learning when given the opportunity, particularly in the older year groups. All pupils, even the youngest, listen very well and speak confidently. Older pupils quickly learn to listen to and value one another's comments. They enjoy the short dialogues in lessons making constructive contributions. For example, in a lesson on creating different styles of poetry, there were some imaginative suggestions for synonyms and the use of repetitive words to gain effect.
14. In most lessons, the pupils with SEN are supported well by the class teachers and, where appropriate, by teaching assistants and student helpers. They display very good behaviour where there are high expectations of good behaviour by teachers and where work is set at appropriate levels. The pupils with SEN lose concentration, however, when they are not included in oral parts of lessons and when they do not receive sufficient support to cope confidently with the work set for them. The pupils with EAL are supported well in class and respond well in most lessons.
15. Behaviour is very good. The conduct of many pupils is exemplary. This is directly due to the patience and dedication of teachers, with the wholehearted co-operation of parents. The pupils are polite, courteous and trustworthy. They are orderly when moving around the school. They are proud of their uniform and look after their environment. Even the younger pupils, in their second week in school, tidy their things away with enthusiasm. Play is very good-natured, with a broad mix of small and large groups absorbed in lively activities. Older pupils look after younger ones, as occasions arise, but regular contact is limited due to the separate play areas for older and younger pupils. This does not easily generate a whole-school atmosphere. Pupils engage in happy conversation over lunch. They readily co-operate with lunchtime supervisors who stimulate play with the younger pupils very well. They enjoy the systems of rewards and feel that sanctions, on the few occasions they are required, are fair. Self-esteem is strongly promoted through the Team Points System for good behaviour, trying hard in lessons and for special achievements. Where there are rare instances of aggression, or tendency towards bullying or name calling, all know how very seriously they are viewed. There were two exclusions in the past year, both for specific reasons and not typical of the school.
16. The pupils have a respect for the feelings and beliefs of others and accept one another's differences. They enter into the atmosphere of assemblies, in songs and the prayers and listen very respectfully. They enjoy the opportunities to take part and many can express themselves beautifully in response to the wide range of themes. In RE lessons, they are good at listening to one another, allowing one another space, and adding thoughtful comment.
17. The pupils have a very clear understanding of the impact of their actions on others. In personal and social lessons, they evaluate very well when good principles can be learnt and used. There is

a strong moral code. Social responsibility is apparent. For example, in a Year 6 Drugs Abuse Resistance Education (DARE) lesson, the pupils made thoughtful and practical suggestions on the consequences of choosing or not choosing a certain course of action. All the pupils know very well what is expected of them in and out of school. They are clear about the difference between right and wrong and are proud of the High Oakham Primary School Code of Conduct.

18. The pupils present a very good social atmosphere. All enjoy the daily routines, for example, preparing for lessons or supporting one another by sharing resources. The School's Council is an asset to the school and discusses a wide range of issues raised by pupils. Members feel decisions are listened to and prompt action taken where appropriate. Older pupils develop more independent skills in preparation for secondary education. However, individual targets are not sufficiently well introduced. Consequently, pupils do not have their own goals. Nevertheless, pupils value their records of achievement and have an increasingly mature view of their learning. The pupils become more aware of their surroundings. Members of the local community have commented on their good conduct when out on visits. The pupils appreciate the work of the visitors who come to talk to them, for example, charity representatives. Consequently, they felt their 'Sponsored Spell' for the NSPCC was very worthwhile.
19. The pupils have some good realisation of the diversity of cultures and celebrate one another's achievements in art, music and sport. Experience of visits to the theatre, to see a Shakespeare play and to a local temple has helped to raise their awareness. All the pupils enjoy opportunities for drama in lessons and assemblies. A good number express their enthusiasm for the Choir and Art Club. Personal Records of Achievements are slowly being built up as permanent signs of their growing maturity.
20. Relationships are very good. The pupils are full of life and often speak first on meeting. There is happy companionship. They are eager to talk about what they have been doing or share any small concerns. Consequently, a very good rapport is evident between pupils and between pupils and adults in school.
21. Attendance is consistently high and above average. The pupils know that regular attendance and punctuality are good habits to be fostered for the future. Notwithstanding, the great majority of the pupils attend very well and lateness is not an issue. They clearly enjoy school and many are always early. The pupils enter their classrooms, greet their teacher cheerfully and eagerly look forward to lessons.

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

22. The quality of teaching is good and the consequent quality of learning is therefore good. The teaching of literacy and numeracy is good.



Strengths in teaching and learning are:

- the quality of teaching and learning in the Foundation Stage;
- a significant proportion of lessons in Years 3 to 6 are very good or excellent;
- the teachers' planning of their lessons;
- the teachers' management of pupils;
- the teachers' expectations of their pupils' behaviour and what they can achieve;
- the use of time and resources;
- the use of homework.

Areas for development are:

- the knowledge of some teachers of how pupils of this age learn;
- the subject knowledge of some teachers in some subjects;
- the pupils' knowledge of their own learning.

23. As can be seen from the above chart, over a quarter of all lessons observed were very good or better, and nearly two thirds were good or better. There was some unsatisfactory teaching, almost all due to the teachers being unfamiliar with how pupils of this age learn. The variability of the teaching is partly due to this being a new school, where many systems are still in their early stages. In particular, as there have been other priorities in the first year, the monitoring of teaching has not yet been sufficiently rigorous to be effective in improving quality. The teaching in the Foundation Stage is significantly better than in other parts of the school, as all teaching there was good or better, with the overall quality being very good. The variability is most noted in Years 3 to 6 as most of the unsatisfactory teaching occurred here, although there was also a significant proportion of very good and excellent lessons.
24. There are a number of general strengths in the teaching. The teachers have worked hard to ensure that their planning is effective. This ensures that in most lessons there is progressive learning by the pupils. For example, in a very good English lesson in Year 5, the teacher had planned a range of stimulating activities to retain the interest and enthusiasm of the pupils and ensure that they

were challenged throughout the lesson.

25. The teachers also manage their classes well. The calm working environment created means that the pupils can concentrate and work hard. This is due to the very good relationship that the teachers have with their pupils and to the high expectations that the teachers have, both of the pupils' standards of behaviour and of the work that they are expected to do. In a number of lessons, the teacher expected the pupils to react instantly to their request. For example, even the youngest children in the Reception class reacted very promptly to the teacher's clap, when they are expected to stop what they are doing and put their hands on their heads so that they can concentrate on her next instruction. The expectations of standards of work are high in most classes, with the pupils being challenged to perform at their best. In a very good mathematics lesson in Year 6, the teacher gave very clear instructions and the pupils responded positively to achieve well during the lesson.
26. Most lessons move at a good pace, ensuring that the pupils' efforts can't slacken. The teachers often put the pupils under pressure of time, for example, giving them a clear indication of how long they have to complete a piece of work. The atmosphere created is one of purpose and productivity. Resources are also generally used well, the teachers having available a good range of materials to stimulate their pupils. For example, in an excellent art lesson in Year 6, the teacher had provided sketching pencils of varying degrees of hardness, charcoal pencils, pastels and painting crayons. These all helped to inspire the pupils to try a variety of effects to create the impression of movement. Homework is used well by most teachers to enhance the learning of the pupils in lessons. In almost all cases, the work that is set is relevant to what the pupils are doing in class. The homework diary ensures that parents know what it is that their children have to do and they give good support.
27. There are some areas for development in teaching that the school has not addressed. The most important of these is the lack of awareness of some teachers of how pupils of this age learn. These are teachers who have a background with older pupils. In almost all of the less effective lessons, the teacher gave the same work to all pupils, without an acknowledgement of the range of attainment present in their classes. These lessons often moved at the pace of the slowest learner, meaning that the average and more able pupils became bored and put in little effort. In a number of these lessons, the teacher gave too much instruction, allowing little opportunity for the pupils to become independent learners.
28. There are a few subjects in which some teachers are less confident. Once again, this is sometimes the case in the less effective teaching by those with experience with older pupils. These teachers have been teaching one subject and are now expected to teach all subjects of the curriculum. The subjects where this is most noticeable are ICT and music. In ICT, the school has put in place a good system of support by releasing the co-ordinator for this subject for one day each week so that he can support his colleagues while they are teaching in the ICT suite. It has to be said that the school is aware of both these shortcomings and has been trying to find suitable training for the teachers since before the school opened.
29. A further area for development is to give the pupils better knowledge of their own learning. In some lessons the objective for learning for the lesson is displayed on the board, but in very few does the teacher draw attention to it at the start of the lesson. Even more rarely does the teacher return to the objective at the end of the lesson to enable the pupils to judge the effectiveness of their learning.
30. Most teachers show good awareness of the needs of the pupils at all levels of achievement and in most classes set work appropriately. In most Numeracy and Literacy lessons, suitable worksheets are prepared to meet the needs of different levels of achievement. The pupils who need considerable individual support are withdrawn from class to work on individual education programmes at appropriate times. For most pupils with SEN, support is arranged within classrooms to ensure that no pupils miss specific subjects. The support staff are well informed about the teachers' planning and about the pupils' individual education plans. Work is discussed with the class teacher before the start of lessons and any concerns about the progress of

individual pupils is shared with the class teacher. Support staff, however, sometimes play a passive role in the introductory part of lessons and this time is not always used effectively. Students working in the school give suitable support to pupils with SEN. The teachers and support staff are keenly aware of the needs of the pupils with EAL and they give good support to ensure that these pupils are fully involved in all lesson activities. Where the teachers are able to communicate in the pupils' own language, they do so effectively.

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

31. During its first year the school has worked hard to ensure that the National Curriculum is fully in place and that the pupils receive the full range of educational opportunities to which they are entitled. An initial lack of resources, a lack of experience in primary education on the part of some staff and a lack of planning are factors which have had to be overcome in establishing what is now a satisfactory and broadly-based curriculum. In order to establish the present curriculum, the curriculum co-ordinator has worked effectively with the teachers of different age groups in order to establish a cohesive whole-school curriculum framework that provides for progression for all the pupils. In establishing the framework and appropriate programmes of study, the school has had to take into account a range of different experiences by the pupils from a considerable number of different schools.

Strengths in the curriculum are:

- effective curriculum planning in many subjects;
- the curriculum for children in the Foundation Stage is good;
- the consistency in planning in English and mathematics through the school;
- there is a good range of trips and visitors;
- there are good links with the comprehensive school;
- a good contribution is made by links with the community.

Areas for development are:

- the curriculum for music is not well developed;
- curriculum coverage in geography and history at Key Stage 1 (KS1).

32. The Foundation Stage curriculum provides well for all areas of children's learning. It provides the children with a good education that promotes their intellectual, physical and personal development and prepares them for the next stage of their education. All staff are well aware of the particular needs of all the children in their care, ensuring that they are reflected in very detailed planning. Considerable attention is given to developing children's communication and language skills, their mathematical development, as well as their personal and social skills. This is reflected in a well-planned curriculum, which provides imaginative and rich opportunities in the Reception class.
33. Policies are in place for all subjects and there is a plan for each of the National Curriculum subjects. A lack of resources initially led to difficulties in allocating appropriate amounts of time to each subject. In the school's first year there has been considerable focus on ensuring that the Literacy and Numeracy strategies are fully in place. This focus has been effective. The co-ordinator for the curriculum is making a careful analysis of time allocations over a year and has identified that appropriate time is being allocated to all subjects. In its planning, the school allocates time to curriculum areas in a way that meets its statutory requirements.
34. The school has experienced considerable problems with computer hardware and has not been able to teach this aspect of the curriculum effectively. This issue is now being addressed and extra time has been allocated to the teaching of ICT for the current year. In mixed-age classes, a two-year cycle is being used to ensure that all pupils cover the whole curriculum for geography, history and RE. However, in Years 1 and 2, this, allied to the shorter time allocated to geography



and history, has not yet ensured this coverage. It has also been found appropriate to use a two-year cycle for the delivery of Literacy. The school now has satisfactory planning for a curriculum that has suitable breadth, balance and relevance, but does not yet effectively monitor its delivery.

35. The school makes good provision for the pupils' personal, social and health education. The School's Council is an effective voice for bringing concerns and interests to the attention of the teaching staff and was recently responsible for initiating an anti-litter campaign. Drugs and personal health schemes are used throughout the school and sex education is part of the Year 6 programme. The pupils are encouraged to take part in fundraising for charity and the school raised £1600 for the NSPCC in 2001. The pupils show care and concern for each other. Plans are in place to appoint "playground peacemakers" in the current academic year and to join a "Healthy Schools" initiative.
36. The school makes suitable provision for the pupils with SEN and for the pupils with EAL. These pupils are well supported in classrooms by the teachers, support staff and students. All these pupils are taught all aspects of the National Curriculum. Programmes of work vary slightly for those receiving additional support through Success Maker programmes.
37. Extra support for literacy and numeracy is given where needed to the pupils in Year 6 and there are additional classes after school for high achievers in Literacy. Additional literacy support is also arranged for appropriate younger pupils during the course of the school day.
38. The school makes good provision for a wide range of extra-curricular activities. Choir and netball for boys and girls are already under way at the start of the year and plans are in hand for athletics and football to take place this term. The school normally takes part in a number of local sports tournaments. There is an excellent school choir that is well attended and there is considerable provision for peripatetic music tuition on a wide range of instruments. The school also makes good use of visiting speakers and educational visits to support and enhance the curriculum. Visits are arranged to local theatres, museums and places of interest and there is an annual school camp for the older pupils.
39. The school has established good links with the local and the wider community. Members of the parish and pupils' families and friends attend social and fundraising events. The local environment and museums are used well as additional resources and pupils take part successfully in local events such as workshops organised by the Mansfield Area Strategic Partnership. In this, groups of pupils work alongside community, business and public sector organisations to explore ideas about how to improve the town centre. The pupils visit the local shopping stores to investigate how products are retailed. They perform carol concerts at the local church and support the church's work with homeless people. Pupils support a range of charities. Constructive links with the local college contribute well to pupils' learning through student work placements and the college contributing to the quality of provision in art, music and drama. The school has established effective links, mainly sporting, with the local family of schools. This has also resulted in some joint in-service training programmes for teachers. Links with the comprehensive school are well established to ensure a smooth transition for pupils on transfer.
40. The contribution of the community to the pupils' learning is good. A number of visitors come to the school to support and enhance learning in the school and promote the pupils' awareness of their role in the community. Representatives of local churches regularly take assemblies, the nurse comes into school to talk about a range of issues and a police officer visits as part of the 'DARE' programme. The pupils work closely with the 'Waste Watchers' and 'Road Safety' on litter picking in town and safe routes to school. This reinforces the pupils' understanding of citizenship. The pupils' football, cricket and other sporting skills benefit from a range of professional sports coaches. Certified courses in safe bike riding raise pupils' safety awareness, as well as teaching them useful life skills.

### **Provision for the pupils' spiritual, moral, social and cultural development**

41. The overall provision for the spiritual, moral, social and cultural development of the pupils is good.

Strengths in this provision are:

- the provision for the pupils' spiritual development is good;
- the provision for the pupils' moral development is very good and effective;
- the provision for the pupils' social development is very good and evident in all aspects of the school's life.

An area for development is:

- the provision for the pupils' cultural development is well planned, but not yet fully in place.

42. Provision for spiritual development is good. Assemblies and discussions during RE lessons make a significant contribution to raising the pupils' spiritual awareness. The pupils are encouraged to think out their own reactions and express their feelings confidently and freely. These are skilfully developed by staff to encourage the pupils to develop a questioning and responsible approach to their inner feelings. The school provides knowledge and insight into different faiths and religions. Forgiveness, sharing and caring are explored in assemblies and RE. Awe and wonder are developed through planned and spontaneous activities. For example, during lessons in English and science and particularly through music and art and design. These experiences enlighten the pupils and they quickly learn to pause, reflect and ask questions.
43. There is very effective provision made for moral development. Teaching and support staff provide very good role models for pupils. They know the pupils well and have a natural rapport with them. Adults encourage pupils to behave responsibly because they want them to succeed. The pupils of all ages have a clear understanding of right and wrong. Moral development is firmly supported by the school's code of behaviour. Fair praise and encouragement enhance the pupils' self-esteem and confidence. This positive ethos encourages pupils to think about the world in which they live and to care for others and the environment.
44. The provision for the pupils' social development is very good. The very high quality relationships secure the school's success. Group work in many lessons frequently highlights the good level of co-operation. A range of daily opportunities is created for pupils to take initiative and responsibility. However, these opportunities are left to the individual class teacher and not integrated into the personal, social and health education schemes to consciously enlarge and deepen the pupils' experience as they move up the school. Good work and effort are fairly praised at the end of lessons and in assemblies, especially when significant personal achievements in learning are made. Assemblies are very well used to promote responsible attitudes to work, behaviour, relationships and decision making. Personal and social education lessons focus sensitively on caring for each other, sharing and friendship. Educational visits also support pupils in their personal development. The School's Council is valued and strongly encouraged to work independently. Fundraising activities and extra-curricular activities are well used to extend social skills.
45. Provision for the pupils' cultural development is good. The pupils learn broadly about other faiths and cultural traditions through literacy, history, geography, art and design and music. There are music and art prizes and the whole school community enjoys drama productions. Displays around the school heighten pupils' awareness and knowledge of their own and other cultures. This is enhanced by the high quality library, which is open at the beginning and end of every day for parents and their children to choose books together. Visits to cultural centres in the past year have been limited and these are now planned to be extended.

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

46. This is a caring school with a purposeful atmosphere where the children's individual needs are paramount.

Strengths in the caring aspect of the school are:

- the provision for child protection and for ensuring the pupils' welfare is very good;
- the procedures for monitoring and improving attendance are very well established;
- monitoring and promoting self-discipline is very good and successful;
- the procedures for eliminating oppressive behaviour are very good;
- a great deal of work has been done already;
- targets set for the pupils in Year 6 draw on wide range of data;
- individual support for the pupils' personal development is very good.

An area for development is:

- assessment in foundation subjects.
47. The pupils are welcomed in a secure, warm and clean environment. The teachers have a very good rapport with the pupils. They provide a happy working atmosphere in which the pupils can grow into rounded individuals. All the staff are aware of the strict criteria to be observed in child protection. The school has good access to educational, medical and social agencies when required.
  48. The pupils with SEN mix well with the other pupils. There are very good relationships between the pupils with SEN and all the adults who support them. The pupils with EAL are becoming well integrated into the school community despite their recent arrival and language difficulties. When asked which he prefers, his English or his French school, one replied "Les deux" (both). They play happily at lunchtimes and playtimes, join in fully in all lessons and say they have friends who are both boys and girls. They relate well to adults and are clear and articulate in their own language. Both pupils are showing increasing confidence in participating in oral parts of lessons.
  49. Procedures for monitoring and improving attendance are very good. Monitoring is thorough and any unexpected absences are chased up immediately. The pupils and their parents are regularly made aware of the criteria for authorised and unauthorised absence, for example during registration, through assemblies and individual reports to parents, and by Attendance Certificates. Nonetheless, the school feels authorised absence remains too high. Occasional days off and holidays during term time are too common. The school earnestly asks parents to understand that lessons missed have a direct and long-term effect in lowering standards for all pupils. The Education Welfare Officer works well with the school on the few occasions required. The criteria for absence, with good comment on the past year's levels, are clearly stated in the school prospectus and the governors' annual report.
  50. Procedures for monitoring and promoting self-discipline are very good. The comprehensive behaviour policy is shared fully with parents and pupils. A very wide range of strategies is used to encourage the very good attitudes and behaviour. Guidelines are conscientiously shared with pupils, resulting in consistently high standards of self-discipline throughout the school day. Procedures for eliminating oppressive behaviour are very good. Bad behaviour or bullying is unexpected. Parents have co-operated fully in the rare cases of unworthy behaviour.
  51. Prior to the opening of the new school, the assessment co-ordinator and many other staff visited all local schools that the pupils previously attended in order to establish an understanding of the pupils' academic performance. The priority, however, was to ensure that all pupils knew some staff before they started. Analysis of the data collected established a basis for the development of assessment procedures. Because of the necessary focus on curriculum planning during the first year of the new school's existence and the need to establish systems for the teaching of the National Curriculum, the school has not yet been in a position to establish a formal system of assessment for the whole school. During its first year as a new school, problems with the school's computers have been a further restriction on the tracking of the pupils' performance, as the Nottinghamshire Pupil Progress System, which the school uses, is technology based.
  52. Some effective practices are, however, established and working effectively. Baseline assessments are carried out for the youngest pupils soon after entry to the school. The school uses records of

achievement and certificates to encourage the pupils' progress. Samples of writing are collected throughout the school by the literacy co-ordinator and each teacher retains a sample of each pupil's writing each term. Nationally standardised tests are used in Years 3, 4 and 5 and the teachers keep their own individual records of the pupils' progress in areas such as spelling, tables and reading.

53. Very effective systems have been established for pupils in Years 5 and 6, for analysing their performance, setting targets and tracking their progress. The individual targets for the present Year 6 are based on their scores in previous standardised tests and have been modified according to the teachers' assessments of the pupils' performance in class. From these targets, realistic targets for overall school performance in literacy and numeracy have been established for the end of the current academic year. The performance of Year 6 pupils is also being checked against the performance of these pupils on leaving Year 2 and their progress is now being analysed. This effective, systematic collecting of data, analysing pupils' performance and the tracking of pupils' progress has not yet been extended to setting targets for the rest of the school. A start has been made, however, on looking at the performance of the pupils as they start Year 3 and considering proposed targets for these pupils through the school.
54. The teachers are expected to complete evaluation sections on weekly planning sheets and most do this on a daily basis. The system is, however, not yet sufficiently rigorously applied to ensure that the evaluations are used effectively throughout the school. There is insufficient evidence to show that the evaluations are systematically used to help the teachers plan for the following week. The teachers' weekly planning is collected approximately half-termly by the literacy and numeracy co-ordinators and there is some feedback to staff on an individual basis. In most classrooms, the teachers use a variety of strategies to assess pupils' performance, particularly in literacy and numeracy lessons. In many lessons informal assessment is used effectively to take the pupils' learning forward, but there is little recording of informal observations at the present time. Progress sheets are available for the tracking of individual pupils against key objectives in mathematics, but these are not yet used systematically in all classes. At the present time there are no formal systems in place for the assessment of pupils' progress in the foundation subjects.
55. Procedures for monitoring and supporting pupils' personal development are very good. Staff are very caring. They promote a calm, industrious atmosphere in which raised voices are uncommon. All adults in school have high expectations of the pupils, are always willing to listen to them and are very respectful of their individual needs. Parents realise this and are pleased the school helps their children to mature. They are confident that teachers expect their children to work hard and do their best. The headteacher and staff are always available to discuss any immediate parental concerns. Appointments may readily be made for more formal matters. Parents feel this is always worthwhile. They are listened to and their views are valued.

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

56. The parents view the school very highly. They have great confidence in the headteacher and in what the school provides and achieves for their children. This is very evident from enthusiastic comments at the parents' meeting, the extremely positive returns of questionnaires and parents spoken to during the inspection.

Strengths in this aspect are:

- the parents' confidence in the school;
- the school prospectus and governors' annual report are of a high standard;
- information to parents about their children's progress is good overall;
- the very good impact of parents' involvement on the work of the school is a significant factor in the overall achievements of this school in its first year;
- the Parent Teacher Association is building a very strong working partnership with the school.

Areas for development are:

- improved information on the curriculum through the year;

- more opportunities for parents to come into school.
57. Statutory information is very good. There is a comprehensive school prospectus covering all aspects of school life. The governors' annual report is equally full and informative. It gives a very good insight into the governors' responsible interest in the school, decisions made and how they impact on the school. These publications are supported termly by a lively 'News Review' of recent achievements, with splendid examples of the pupils' work and notice of future developments.
58. The quality of information to parents about their children's progress is good. There are ample opportunities for parents to speak to staff through the year. A few parents indicated in response to the questionnaires that information on the curriculum was limited. The school accepts this and already has improved plans in hand for the present year. Written reports conform to requirements, are detailed and individual to the pupil. Discussion on current achievement, further progress and target setting is shared with parents at consultation evenings. These evenings are extremely well attended and viewed by parents as a fruitful dialogue.
59. Parental contribution to school life and encouragement of their children's learning at home is very good. The Home/School Agreement has had a very good response. The Home/School Reading Records and the Home/School Diaries for older pupils are used very well. Many parents encourage and help their children at home, particularly in the Foundation Stage and in Years 1 and 2. A small number come into school to help in lessons. A good number are always willing to assist with trips and visits, for example, swimming. All this service is valued. Attendance at open days is excellent. Current work is displayed with selected items evaluated by the pupils for their parents' perusal and comment. This is seen as a valuable dialogue in parents' understanding of their children's progress and maturity. Parents enjoy coming into school. However, occasions when parents may attend were limited by the unique size of Year 6 last year. The school is pleased that more opportunities can now be made for parents to be present at assemblies, celebrations and events during the year.
60. A very strong Parent Teacher Association has been formed in the school's first year. There is an enthusiastic committee, which has the active support of parents in running a wide range of events in fun and fundraising. These have included a highly successful Summer Fair, sponsored events such as Fitness First, discos and a highly successful tombola. The association also supports school events such as Sports Days by providing refreshments. All these occasions are extremely well supported on the day by extended families and staff. Consequently, a whole-school family atmosphere is emerging as well as the considerable amounts raised. Donations have been used to buy significant additional resources, for example, window blinds for the classrooms, videos and CDs. This is valued greatly by the school.

## HOW WELL IS THE SCHOOL LED AND MANAGED?

61. The quality of leadership and management of the school is very good overall.

Strengths in leadership and management are:

- the headteacher provides caring and very effective leadership for the school;
- other staff with management responsibilities work hard and support the headteacher very well;
- the governing body is knowledgeable and very effective;
- the school is very well managed;
- the finances available to the school are used very well and the school applies the principles of best value very well;
- there are good resources for many subjects;
- the accommodation is very good.

Areas for development are:

- the monitoring and evaluation of teaching and learning are not yet sufficiently rigorous;
- support is needed for some co-ordinators in training for their role;
- the school has suffered considerable problems with its resources for ICT.

62. A great deal has been accomplished in the first year of the school, whilst working under considerable difficulties. This says much for the leadership and management of the school at all levels. The headteacher gives very good leadership and is ably supported by her deputy and other key staff. Subject co-ordinators also work hard, but some have not had clear guidance on how they might raise standards in their subjects most effectively. However, there is a good shared commitment to improve and to do the best for the pupils which means that the school is well placed to move forward.

63. The governors have contributed significantly to the success of the school over the past year. They provide very good support and a very good range of expertise, which is used well. They are very well informed about the school and have a clear understanding of the major strengths and areas for development that the school is addressing. They play a major role in the management of the school and in planning for future developments. The finance committee of the governing body keeps a very careful overview of the finances of the school and is establishing good practice in planning for the future.

64. The arrangements for the support of the pupils with SEN are satisfactory and effective. External sources of funding are used well to support the pupils who need individual support. The school receives termly visits from a social inclusion adviser who works with the SEN co-ordinator to agree levels of support from the local authority. Individual education plans are provided where appropriate and targets are known by parents, teachers and support staff. The individual education plans are written using computer software and the SEN co-ordinator gives appropriate support to staff with the writing of these where necessary. The governor with responsibility for SEN is very well informed about the provision for the pupils with SEN and about educational processes and procedures. The governing body is very supportive of the school and has been actively involved in the provision of access for disabled pupils. The resources for special educational needs have had to be built up from a very limited basic provision. The SEN co-ordinator is appropriately reviewing the needs of the pupils currently identified as having special needs before spending this year's budget.

65. The two pupils who are in need of support for EAL receive a half-day of good quality support weekly. A visiting specialist teacher for EAL is willing to work through other agencies such as the behavioural support service to ensure that the pupils receive appropriate language support as well as support for other needs. The visiting teacher provides good advice and support for the teaching staff and is also aware of other pupils from ethnic minority groups and is making recommendations for support where there is need.

66. The school's monitoring and evaluation of its performance are satisfactory overall. The headteacher, governors and staff are well aware of the areas for development identified in this report, and action is planned to address them. It is too early in the life of the school to make a sound judgement on the effectiveness of action taken, but many good procedures have been put in place to address areas for development. The one area where monitoring and evaluation has not been effective is in raising the quality of teaching. Although a good quantity of monitoring of teaching and learning has been carried out in the school's first year, this has been focused on team-building and ensuring consistency of planning. It has not yet addressed the individual development needs of teachers. However, the school has put in place a good system of appraisal and performance management to help in the process of addressing this issue. There are also no formal systems in place to enable the sharing of good classroom practice.
67. The school development plan is a good document in planning for future developments. It identifies appropriate aspects for development, including most of the areas for development noted in this report, and is clearly set out with the areas for development established by analysis within school. There are criteria so that the success of areas for development can be measured accurately. All staff, governors, parents and pupils are canvassed on their views before the plan is constructed. The plan contains detail for the current year as well as analysis of the success of action from the last year. Although the school's first development plan only covered one year, the current draft document looks forward to a two-year span. There is also a good plan for the development of school policies.
68. The governors and the headteacher make good use of all the specific grants available to them. Day-to-day management of finances is very efficient within school. Finances are clearly linked to educational priorities both in the school development plan and in the day-to-day management of the budget. The school office is run very efficiently, releasing the day-to-day administration from the shoulders of the headteacher and other teachers.
69. There is a satisfactory number of teachers and support staff to meet the demands of the curriculum. The teachers have a wide range of experience and expertise but not all are trained specifically to teach pupils of primary age. Currently, the school does not have a music specialist and there is no-one to play the piano in assemblies. The pupils with SEN are supported well by teaching assistants but there are fewer teaching assistants than might normally be expected for a school of this size. Good use is made of the part-time teacher who releases the deputy headteacher and SEN co-ordinator for half a day each week for their management roles. She also releases the ICT co-ordinator for one day each week so that he can give valuable support in the ICT suite to both teachers and pupils. The school has a staff handbook which gives useful guidance to new teachers.
70. The accommodation is very good. The buildings are light and spacious and have many very good facilities, including a hall with gymnastic equipment, a well-equipped computer suite and an attractive library. There are also plans to develop separate music and technology rooms. The grounds are attractive, with extensive playing fields and separate playgrounds for older and younger pupils. The playgrounds have recently been resurfaced and now have lines painted on them for several games, chosen by the School's Council. The playground for the pupils in Reception and Years 1 and 2 has soft play areas and interesting equipment for the pupils to use. One area of the grounds has been created as an outdoor classroom for a range of cross-curricular work. It is known as the "Secret Garden" and provides peace and quiet for reading, art work and environmental studies. Work is currently being undertaken to ensure that there is wheelchair access to the school buildings and the outdoor playing areas. However, the location of the dining room and kitchen in the middle of the school divides the two playground areas, thereby preventing older and younger pupils from playing together.
71. The resources for teaching and learning are good in the Foundation Stage and in English, maths, art and design, history and PE. Resources are satisfactory in other subjects. Many resources are newly purchased and are in good condition. Subject resources are stored in central areas, making them easily accessible to staff and pupils, and they are well used to enhance teaching and learning. The teachers also make good use of the local area as a stimulus for learning. The

well-stocked library is a valuable resource for conducting research.

72. The school has established very good financial procedures that are based firmly upon the principle of best value. For example, all stakeholders – pupils, parents, staff, governors and community representatives – have already been consulted about developments in the school's first year. Taking into account all relevant factors, the school provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

73. In order to continue to raise standards, the governors, headteacher and staff should:

- (i) ensure that all teachers are fully trained in how pupils of primary age learn, so that in all lessons:

- (a) they provide appropriate levels of challenge for pupils of all abilities in their classes;

*(paragraphs 23, 27, 69, 96, 101, 111, 133)*

- (b) they use a range of strategies so that all pupils are continually engaged and learn at a good pace;

*(paragraphs 23, 27, 69, 96, 101, 113, 133)*

- (c) they provide opportunities for the pupils to become independent learners;

*(paragraphs 7, 8, 9, 27, 29, 69, 93, 96)*

and provide sufficient training to ensure that all teachers are confident in teaching all subjects of the primary curriculum;

*(paragraphs 28, 111, 117, 123, 133, 139, 140, 144)*

- (ii) provide clear guidance for curriculum co-ordinators so that they are effective in carrying out the full range of their responsibilities;

*(paragraphs 62, 153)*

- (iii) Increase the opportunities for, and improve the quality of, the pupils' writing.

*(paragraphs 5, 6, 93)*

In addition to the areas for development above, the governors should consider the following for inclusion in their action plan:

- (i) limit the use of prepared worksheets to allow the pupils more independence in the recording of their work;

*(paragraphs 7, 8, 93, 96, 102, 103, 113, 127, 133)*

- (ii) develop and implement clearly structured systems of assessment for all subjects which can then be used to track the pupils' progress;

*(paragraphs 51, 53, 54, 107, 114, 119, 121, 129, 133, 139, 153, 157)*

- (iii) ensure that the monitoring and evaluation of teaching are focused on improving the weaker aspects of teaching and learning.



*(paragraphs 23, 98, 108)*

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	65

### Summary of teaching observed during the inspection

	Excellent	Very Good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	15	22	20	5	0	0
Percentage	3	23	34	31	8	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 nearly two percentage points.

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	269
Number of full-time pupils known to be eligible for free school meals	11

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	46

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	26
Pupils who left the school other than at the usual time of leaving	14

### Attendance

#### Authorised absence

	%
School data	4.8

#### Unauthorised absence

	%
School data	0.1

National comparative data	5.6
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National comparative data	0.5
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*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### Attainment at the end of Years 1 and 2

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	14	20	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	13	13	13
	Girls	20	20	20
	Total	33	33	33
Percentage of pupils at NC Level 2 or above	School	97	97	97
	National	84	86	91

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	12	11	13
	Girls	20	18	20
	Total	32	29	33
Percentage of pupils at NC Level 2 or above	School	94	79	97
	National	85	89	89

### Attainment at the end of Years 3 to 6

Number of registered pupils in Year 6 for the latest reporting year	Year	Boys	Girls	Total
	2002	81	80	161

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	58	59	69
	Girls	69	62	75
	Total	127	121	144
Percentage of pupils at NC Level 4 or above	School	79	75	89
	National	75	73	86

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	43	34	53
	Girls	60	51	67
	Total	103	85	120
Percentage of pupils at NC Level 4 or above	School	64	53	75
	National	73	74	82

### ***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	236	2	0
White – Irish	0	0	0
White – any other White background	11	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British – Indian	3	0	0
Asian or Asian British – Pakistani	0	0	0
Asian or Asian British – Bangladeshi	1	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	0	0
No ethnic group recorded	1	0	0

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

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

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

Total number of qualified teachers (FTE)	11.4
Number of pupils per qualified teacher	23.6
Average class size	26.9

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

Total number of education support staff	4
Total aggregate hours worked per week	80

### ***Financial information***

Financial year	2001/2002
	£
Total income	467 816
Total expenditure	433 950
Expenditure per pupil	1 096
Balance brought forward from previous year	0
Balance carried forward to next year	33 866

*Figures for 7/12 of the year, as school opened in September 2001.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	11.4
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	398
Number of questionnaires returned	56

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	30	2	0	0
My child is making good progress in school.	50	41	5	4	0
Behaviour in the school is good.	59	39	2	0	0
My child gets the right amount of work to do at home.	28	46	19	0	7
The teaching is good.	50	41	4	4	2
I am kept well informed about how my child is getting on.	38	41	13	7	2
I would feel comfortable about approaching the school with questions or a problem.	61	34	5	0	0
The school expects my child to work hard and achieve his or her best.	64	34	0	0	2
The school works closely with parents.	55	32	9	2	2
The school is well led and managed.	66	30	0	0	4
The school is helping my child become mature and responsible.	57	36	0	2	5
The school provides an interesting range of activities outside lessons.	41	41	9	0	9

*Percentages may not total 100 due to rounding*

## **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**

74. The quality of education provided for children in the Foundation Stage is good and successfully prepares them for the National Curriculum. The school has worked hard to implement effectively the requirements of the new curriculum for the Foundation Stage. The very good teaching is a major factor contributing to the quality of provision, although there has not been sufficient time for this to impact on the rate of progress and the standards achieved by the children.

Strengths in the Foundation Stage are:

- there is a wide range of good quality imaginative activities planned;
- there are very good relationships, fostering good attitudes;
- the quality of teaching is very good;
- assessment practice is good;
- there are good links with parents and the nursery from which most children come.

Areas for development are:

- to provide more opportunities for outdoor, energetic free play;
- to improve resources for this area.

75. Children enter the Reception class as full-time pupils at the beginning of the term in which they are five. The school currently has 16 children in the Reception class and expects to have 43 children by the end of the academic year. Children are assessed on entry to the Reception class using teacher assessments and local authority tests for this age. These assessments show that most children have above average skills in social, mathematical and language development.
76. Good induction procedures exist, with the Reception class staff seeking to establish good relationships with the parents and the feeder nursery through informative documentation and personal contact. Staff encourage parents to be actively involved in supporting their children's learning. They are encouraged to stay with the children and join in the activities. They are also asked to help their child reach the targets set by the teacher as part of the homework. Links with the parents and the local nursery are strong in the Foundation Stage. The accommodation for the Reception class is good. Outdoor facilities provide a wide range of opportunities for collaboration and experimentation as well as physical development. However, this area cannot be used fully effectively, as it is not accessible from the classroom. The class teacher ensures that resources for learning are good where the school has not managed to provide as yet by borrowing some items from the local nursery. The Foundation Stage provision is well organised and well led by the staff, standing in for the co-ordinator who has been absent for a considerable period of time.
77. Good procedures are in place to monitor the children's progress in the Foundation Stage. Whilst the quality of learning was good in most of the lessons observed during the inspection, progress through the Reception year is satisfactory overall. This is due to initial time being used to establish the class provision in the new school and the very good quality of teaching not having had sufficient time to impact on standards. Additional support is well targeted towards children with specific needs. Inspection evidence shows that by the time children start Year 1, most will have exceeded the early learning goals<sup>2</sup> in communication, language and literacy, mathematical development, personal, social and emotional development, knowledge and understanding of the world and in creative development. Standards attained in physical development are in line with expectations for this age.

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<sup>2</sup> The 'early learning goals' are the expected levels of attainment for children as they start the subjects of the National Curriculum in Year 1. 'Stepping stones' are the steps leading towards these goals.



78. The quality of teaching in the Reception class is very good. Staff have very good understanding of how young children learn. A secure and stimulating environment is provided in which children can express themselves and relate very well to adults and other children. A wide range of activities is planned to combine objectives for learning in imaginative ways, which show high expectations. The curriculum is taught through a balance of direct teaching, structured play activities including role-play. There are good opportunities for experimentation through sand and water play, use of construction kits and creative activities. Throughout, there is strong emphasis on learning being fun and enjoyable. The work of support staff is well planned to provide opportunities for children to extend their ideas and understanding and well targeted to provide additional support where it is needed.

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

79. The teaching and provision for the children's personal and social development are good. By the time children start Year 1 they will have exceeded the early learning goals. Routines are well planned and the children know what is expected. For example, they change independently into appropriate footwear for outside activities. Relationships between staff and children are very good. A calm atmosphere pervades, in which children feel valued and secure. The children select activities and put away resources carefully at the end of sessions without being asked. They show responsible attitudes at tidying-up times. The children understand right from wrong. They are sensitive to the needs of others and recognise what others do for them. For example, they talk about their family members in photographs, which they share with others, and tell all the things they do for them. They co-operate well and share resources with each other. During class discussions the children listen carefully to each other and to adults. A good range of opportunities is provided for the children to work together to solve problems. Adults are deployed well and encourage the children to interact by providing good levels of support. 'Mentions' assemblies provide good opportunities for individual achievements to be acknowledged.

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

80. The provision for communication, language and literacy is good and the quality of teaching for this area of learning is very good. By the time the children move to Year 1, most children will have exceeded the early learning goals. A few will be well launched into the National Literacy Strategy framework for Year 1. Time is set aside each day for the direct teaching of language and literacy. Phonics is taught systematically. The children are given opportunities to sing and recite rhymes and poems and listen to one another's news. The children listen attentively and most are confident speaking to adults and to the whole class. Role-play is used effectively to develop the children's communication skills and to foster an understanding of the relationship between the written and spoken words and how words represent actions and events, for example, when acting out the story of 'We're going on a Bear Hunt'. The children explore the topic-related vocabulary in imaginative contexts when playing in the 'High Oakham Hospital' or in the 'tent'. This contributes effectively to developing their language skills. A very good range of activities is provided for children to talk about their own experiences.
81. The children show interest in and enjoyment of books and shared reading sessions. Parents are involved in supporting their child's reading at home through choosing books together in the library and reading with their children at home. They help their child, for example, to learn the days of the week and names of the months. The children experiencing difficulty with reading are well supported and encouraged with suitable materials so they can experience success. The children progress well towards learning initial letter sounds. Most children recognise their own name and some familiar words in simple texts. A few use their knowledge of letters and sound-symbol relationships to read unfamiliar words.
82. The children are provided with a range of opportunities to develop their skill in writing. A mark-making area assists the children in writing with support from a word bank. Some children write unaided and are given appropriate opportunities to extend their skills. They show awareness of full stops and capital letters. Most write their names independently and show good understanding of

the relationship between the spoken and written words. Many children form letters that are clearly shaped. Most are beginning to write in a straight line. The children are well supported in developing their writing skills; they draw writing patterns, practise writing over letters and words using upper- and lower-case letters, and copy sentences written by the adults.

### **Mathematical development**

83. Very good teaching, with effective planning and organisation, enables the children to make at least satisfactory progress, with some making good progress. By the time children start Year 1, most will exceed the early learning goals and some will be well launched into the National Numeracy Strategy. Lively teaching maintains a good pace so that children are keen to join in the counting games. Number games using soft toys and hand puppets give the children a good understanding of number. Very good use of number songs helps the children to order numbers up to ten. The colour and shape displays in the classroom are used well to teach them the names of colours and shapes. Planned activities include shopping, measuring and shaping.
84. The higher attaining children count to at least 20. They enjoy counting backwards and forwards and moving on. They estimate the number of objects in a box by shaking the box. The teacher and support staff have good knowledge and understanding of how to teach basic numeracy skills. The children add and subtract accurately orally. Number activities are well planned to hold the children's interest, such as skittles and number fingers. A wide range of daily routines contributes effectively to consolidating mathematical development. Every opportunity is used well to extend children's learning. For example, during registration children count the number present. Children describe objects, games and events using comparative language confidently.

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

85. Provision for knowledge and understanding of the world is good and the quality of teaching is very good. By the time the children start Year 1, a few will be well launched into the National Curriculum study units for science and most will have exceeded the early learning goals. A good range of activities is provided to develop the children's knowledge and understanding of the world. This lays good foundations for the future history, geography and DT related learning. They have opportunities to explore sand, water, colour, shape and texture. Most children observe carefully, ask suitable questions, predict outcomes and test out their ideas. They sort different objects into those that use electricity and others that operate with batteries.
86. Good use is made of visits to the school grounds, the immediate locality and other places of interest to extend their knowledge and understanding of the world. They explore various aspects of keeping healthy. They develop their understanding that plants have different parts and know different parts of the body. They are aware of other languages and respond to the register in different languages on different days. For example, instead of saying "good morning" they may say "bonjour"; on one occasion they responded in Spanish. Good use is made of daily routines to develop a sense of time and sequence and to learn days of the week and months. For example, after registration the children are invited to set the date for the day. However, no children were seen using the computer during the inspection week.

### **Physical development**

87. The quality of teaching is good and the provision is satisfactory. Most children are on course to reach the expected early learning goals by the time they start Year 1. All children have good opportunities to develop their manipulative skills as they cut, stick and join things together. They use different types of small equipment to mould pliable materials. They use construction kits imaginatively but large construction equipment was not seen being used during the inspection period. In one physical development lesson children moved confidently. They showed awareness of others and hopped, jumped and ran with growing control. This well-planned lesson provided opportunities for the children to use large equipment such as tricycles and benches for riding and balancing and beanbags for throwing and catching. However, there were some missed

opportunities for children to engage in energetic physical activity. The children listen to adults and follow instructions carefully with regard to safety. Adults make good use of language to encourage children in their physical responses and in making the experience enjoyable. The school is well aware of the need to increase the range and quantity of large equipment for outdoor play and extend the opportunities for children to engage in energetic outdoor play.

### **Creative development**

88. Good teaching and good provision ensure that the children attain standards in creative development that exceed the early learning goals by the time they start Year 1 and some will be well launched into the National Curriculum units of study for art and design and music. The children have daily opportunities to become engaged in creative work. They paint, draw and make music using a variety of natural and man-made materials and equipment. They are taught a range of techniques in art and explore colour, shape and line to create artwork. They develop observational skills when illustrating their stories and other writing. Many children represent what they see in recognisable shape and form in drawings with growing detail. They imitate simple rhymes and listen attentively to short pieces of music. They enjoy singing songs from memory. They create soft and loud and slow and fast sounds using common musical instruments. The children's imaginations are developed well through the use of the role-play, such as in the 'hospital' and the 'tent' and through dramatising stories such as 'We are going on a Bear Hunt'.

### **ENGLISH**

89. At the end of both Year 2 and Year 6, standards in English are above national expectations. As the pupils enter school with standards that are above average, they make satisfactory progress.

Strengths in the subject are:

- the quality of the pupils' reading;
- the way the pupils speak and listen;
- the quality of teaching;
- the very good leadership of the co-ordinator;
- the quality of resources, including the library;
- the pupils' attitudes towards their learning.

Areas for development are:

- the quality of the pupils' writing;
- the monitoring of standards in the classroom;
- the use of daily assessment;
- the use of the library.

90. Standards in speaking and listening are good throughout the school. The pupils concentrate well in lessons and respond appropriately to the questions or instructions they are given. Through work in all subjects, the pupils broaden their spoken vocabulary, learning the meaning of new words such as "prophecy" and "imperial" and by the end of Year 6, the pupils are capable of using a good range of words to talk about their work. Many pupils can adapt their speech to suit different occasions and audiences. For example, Year 6 librarians use words such as "classified," "non-fiction" and "fiction" when explaining to adults how the library is organised, and refer to "information books" and "story books" when speaking to very young pupils. Most pupils speak clearly and expressively. Through effective teaching, they learn to show awareness of the text and their audience and read with expressive voices. The pupils develop confidence and skill in performance through their participation in school assemblies and drama.
91. Standards in reading are good throughout the school. The enthusiasm displayed by the teachers and the very good encouragement and support of parents, result in most pupils enjoying reading and having a love of books. A reading diary is used very effectively as a link between parents and teachers and also provides a record of the pupils' progress. By the end of Year 2, the pupils are

able to use phonic, context and picture clues to read texts independently. They read confidently and expressively and can talk about what might happen next in a story and about books they like. They understand where to find the index and contents pages in information books and the more able pupils can use these effectively to find information. By the end of Year 6, pupils read a wide range of texts. They discuss texts and authors in detail, compare words in old and modern English, give opinions about characters and select relevant information to support their views. For example, Year 6 pupils read the "Song of Hiawatha" and refer to the text to explain why they enjoy it. They recognise that Longfellow has used 'buidled' instead of "built" to maintain the rhythm of the poem. The library is currently under-used by classes and, consequently, a significant number of Year 6 pupils do not know how to use the classification system. The school makes effective use of literacy volunteers who, on two half days each week, work with pupils who need more support with their reading.

92. Standards in writing are in line with national standards. In Year 2, scrutiny of work shows that the pupils learn to write in a variety of formats including stories, instructions, reports, personal reflections, descriptions of characters and poetry. They develop their ideas in sentences, sometimes using capital letters and full stops. In handwriting, the pupils form letters accurately. They are taught to add "flicks" to letters as soon as they enter school and this helps them progress smoothly from printed to joined handwriting.
93. In Years 3 to 6, all pupils have a weekly lesson outside the Literacy Hour in which to focus on developing writing skills. In these lessons they write for a range of purposes and learn to draft, edit and produce a final copy of their work. For example, pupils in Years 3 and 4 were effectively taught how to organise key points from an information text using a spider diagram and were encouraged to use their fingers and thumb to remember the five key questions to ask when collecting information. However, during lessons in literacy and in other subjects, the pupils are not given enough opportunities to write independently. Worksheets are frequently prepared by the teachers for the pupils to record their work. As a result, the pupils do not practise sufficiently the spelling, vocabulary and grammar skills which they have learnt. They are not challenged sufficiently to think for themselves, to organise their thoughts, to make decisions about layout and to write independently. This slows the rate of progress the pupils make in writing.
94. Overall, the quality of teaching is good. All teachers plan effectively using the national literacy strategy and identify clear objectives for learning. In the majority of lessons, these are shared with the pupils so that they have an understanding of the focus of the lesson. The teachers have good subject knowledge and teach the basic skills well. For example, in a lesson with Year 1 and 2 pupils, the teacher effectively built on the pupils' prior knowledge of letter sounds to spell longer words such as "charmingly" and met the differing needs of pupils by asking others to write "car" or "carpet."
95. In two lessons in Years 5 and 6, the teaching was very good. In these lessons, teachers had very high expectations of what the pupils could achieve and set challenging targets. They focused clearly on the learning outcomes, used probing questioning to discover what the pupils understood and used a wide range of teaching methods including drama to engage the pupils' interest. As a result, all the pupils took a full part in the activities. They were challenged well and made very good progress.
96. In a small proportion of lessons, teaching is less effective when teachers spend too long talking at the start of lessons whilst the pupils listen. This allows some pupils to daydream and miss out on learning. When pupils read aloud with the teacher, have time for discussion with a partner or in groups, and use individual whiteboards to practise language skills such as spellings or grammar work, they are actively involved in the learning and make good progress. Marking of work does not always tell pupils how to improve and this slows their progress. The over-use of worksheets makes it difficult for teachers and pupils to track progress and identify the next steps in learning.
97. The pupils enjoy lessons and are keen to learn. They listen politely, work hard and collaborate well with each other. They take pride in their work and standards of handwriting are good. The pupils with SEN and EAL are supported well by teaching assistants and make good progress.

98. The subject is very well led by an able, experienced co-ordinator who plans, evaluates and guides the work of the school very effectively. She provides good support for teachers and has identified appropriate areas for further development and training. Resources are well organised and of good quality. A particular strength is the school's library, which is bright and welcoming and open at times which allow parents and children to choose books together. A start has been made to monitoring standards in English but sufficient time has not yet been allocated to monitor the effectiveness of teaching or to scrutinise the pupils' work.

## **MATHEMATICS**

99. At the end of both Year 2 and Year 6, the pupils' attainment in mathematics is above national expectations. The pupils make satisfactory progress. The quality of teaching is good overall.

Strengths in the subject are:

- the analysis of the pupils' performance and target setting in Years 5 and 6 is used well as a basis for further development of these processes throughout the school;
- planning of lessons in line with the National Numeracy Strategy;
- day-to-day assessment.

Areas for development are:

- an over-reliance on photocopied work sheets, which inhibits the development of a range of mathematical skills;
- lack of a formal structure for the systematic monitoring of teaching and learning;
- inconsistencies in the marking of pupils' work and a lack of constructive comments to take pupils' learning forward;
- lack of appropriate work for pupils in some lessons to cater for all levels of achievement.

100. In Years 1 and 2, teaching and learning were usually good, as lessons were well planned and prepared and there was a variety of stimulating activities and apparatus. As a result, the pupils responded well and were fully engaged and enthusiastic. There was appropriate work for the pupils at all levels of achievement. However, there is insufficient use of pupils' own work-books for recording. One unsatisfactory lesson was seen, where there was a lack of pace and challenge. The pupils lost concentration as instructions were unclear and the pupils were unsure of what tasks they were required to do. Progress and attainment were also unsatisfactory, as the pupils were not given sufficient support to make them feel confident and secure.

101. In Years 3 to 6, the best lessons are well prepared, with separate work for the pupils at different levels of achievement. The lessons begin with good pace and pupils at all levels are included in the questioning. In a Years 3 and 4 lesson on adding and subtracting two-digit numbers, for example, target sheets were set out at the beginning of the lesson and learning objectives were displayed so that the pupils knew exactly what was required of them. The pupils were then kept busy as the teacher circulated using well-targeted questions to keep all the pupils fully involved. In a Year 5 lesson on using different methods to support addition, an excellent use of pace, challenge and encouragement kept the pupils totally absorbed and concentrating. The pupils worked individually, with the teacher constantly checking, challenging and correcting during the main activity. The pupils made very good progress and attained a high standard. Unsatisfactory features of lessons were typified by too much time being spent keeping the pupils together on one task, despite the fact that the pupils were of differing attainment. In these instances, explanations were unclear and the level of activity was geared towards the low achievers. Lessons were also unsatisfactory when ineffective strategies were used for dealing with inappropriate behaviour and the pace of the lesson was interrupted.

102. In Years 1 and 2 the pupils' work is almost all corrected and teachers use team points and occasional praise in their marking. Most of the pupils' work is neatly presented. There is, however, an over-emphasis on printed worksheets, which inhibits the development of skills such as

the setting out of work. Where squared paper is used, the squares are sometimes used to help the pupils' understanding of place value, but not always. Little use is made of constructive comments to take the pupils' learning forward, especially in Year 2.

103. In Years 3 to 6, the setting out and marking of pupils' work is variable. Most work is well set out, dated and headed and marked, but there is an over-emphasis on the use of photocopied worksheets. This limits the development of mathematical skills such as the setting out of pupils' own work, especially when handling data. It is also difficult for pupils, parents and teachers to see how individual pupils are progressing from day to day. Little use is made of constructive comments in teachers' marking to take the pupils' learning forwards. There is sound evidence that homework is set regularly and conscientiously marked.
104. At the end of Year 2, the pupils attain good standards. At the beginning of the year, the majority of pupils use numbers up to 20 accurately and higher achievers find number combinations that will give a total of 20. At the end of Year 6, standards of attainment are above average. At the beginning of Year 6, almost all the pupils are achieving Level 4<sup>3</sup> in rounding numbers up to the nearest 100, 1000 or 10 000. Most also multiply and divide whole numbers and decimals by 10, 100 and 1000. Most of the pupils in Years 3 and 4 understand the difference between regular and irregular polygons. They can classify shapes according to their properties and know the names of some different quadrilaterals and triangles.
105. In most classes throughout the school, the pupils with SEN and EAL are well supported by work set by class teachers at appropriate levels and by help from teaching assistants and students. All of these pupils are normally fully engaged in all activities and make the same progress as other pupils in their classes.
106. The mathematics co-ordinator has ensured that the school is meeting the requirements of the National Curriculum. Medium-term planning is not yet effectively developed in some classes. The staff are consulted with regard to weekly and medium-term planning as part of this process. Weekly planning is good throughout the school and for most lessons this includes planning for pupils of different levels of achievement. Rigorous monitoring of this process does not yet take place, however. The co-ordinator is producing advice for other teachers on a number of topics. The mathematics policy for the school has recently been updated and is ready for presentation to the governors.
107. An assessment package has been presented to the staff, but formal assessment procedures have not yet been fully implemented. National standardised tests take place annually for pupils in Years 3 to 5. The teachers check pupils' progress well in most classes, but the tracking of pupils' progress throughout the school is an area for development. Good procedures have so far been established in Years 5 and 6 and the school is in the process of setting targets for all the pupils as they enter Year 3.
108. The co-ordinator attends local network meetings and has received support from the LEA advisers. This support has not yet been extended to the rest of the staff, however, despite the unfamiliarity of some members of staff with the primary curriculum. The co-ordinator and the LEA adviser have carried out some observations of teaching, but the school has no strategic plan for the regular monitoring of teaching and learning in mathematics. The pupils' books are not collected or sampled by the co-ordinator regularly.
109. Resources are satisfactory. There is adequate equipment in all classrooms and a central store containing other items. The curriculum is well supported in most rooms by well-arranged maths corners and displays.

## SCIENCE

110. At the end of both Years 2 and 6, attainment in science is above national expectations. The pupils make satisfactory progress. The quality of teaching is good overall.

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<sup>3</sup> Level 4 is the level expected of pupils by the time they finish Year 6.

Strengths in the subject are:

- the pupils' good knowledge;
- the development planning for the subject;
- the good curriculum planning;
- the pupils' attitudes, which are apparent in lessons and in the work they have done;
- the quality of teaching.

Areas for development are:

- to develop the pupils' investigative and experimental skills, particularly in Years 3 to 6;
- to regularly assess the pupils' work to the National Curriculum levels;
- some aspects of teaching and learning resources;
- to make effective links to ICT.

111. The pupils have good subject knowledge. For example, the pupils currently in Year 6 have a good understanding of the structure of a plant and explain clearly the basics of photosynthesis. In Year 5, the pupils knew where one might find gases such as helium and carbon dioxide. Scrutiny of the work of the pupils from last year shows this knowledge is good across all aspects of the subject and also in all year groups, particularly in Years 3 to 6. However, the pupils' understanding of the experimental and investigative aspects of the subject is only satisfactory. Observations and interviews with pupils revealed that too often the teachers carry out much of the experimental work, with the pupils watching. This has led to a lack of understanding of the experimental nature of the subject, and particularly of the nature of a fair test. This is not only true of pupils but also of some teachers. For example, in writing up the findings of an experiment in which a pupil had two variables, the teacher commented "a strange set of results", not pointing out to the pupil that for a fair test, there should be only one variable. The school is aware of this shortcoming and is beginning to address it. For example, in lessons observed in Years 1 and 2, the pupils were discovering a variety of ways of making sounds, using a very good range of musical instruments. There was also evidence from the scrutiny that in some of the classes with older pupils, information was simply copied from another source; this is an inappropriate way for pupils of this age to learn.
112. The school has purchased a good quantity of resources for the subject, enhanced by a quantity of equipment left in the school from the previous occupants – High Oakham Middle School. However, much of this equipment is not appropriate for this age range. For example, in a Year 5 class, the teacher was unable to allow the pupils to conduct an experiment as she only had glass receptacles available; there were no plastic beakers. When the pupils did become involved in finding the mass of water lost by evaporation, there was only one set of scales that were sufficiently accurate, so time was wasted as each group had to wait their turn.
113. The quality of teaching throughout the school is good. The teachers generally plan well and manage their classes well. A good learning environment is thus created and the pupils show very good attitudes to their learning, working together well in lessons and sharing their ideas. When given the opportunity to discuss their work or their findings, the vast majority of pupils do so sensibly and earnestly. The planning is based on a good curriculum created by the co-ordinator, ensuring progression for all pupils. However, the pupils do not yet have sufficient opportunities to develop their own methods of recording their findings, too much of the work being done on prepared worksheets. In many cases, the pupils of all abilities use the same worksheet, without recognition of their different needs. The teachers place a proper emphasis on the use of scientific vocabulary so that in one lesson the pupils were using expressions such as "the three states of matter".
114. The management of the subject is good. The pupils are tested on their work but this is not recorded in terms of National Curriculum levels attained so that their progress can be closely monitored. The marking of the pupils' work does not normally address the scientific content. The school is aware of the need to raise standards by monitoring teaching, the teachers' planning and

the pupils' work. The curriculum is enriched by links with a local college, which holds a science and technology day. Good links have been established with the local comprehensive school who provide guidance for the co-ordinator as well as funding a "science passport" for work started at in Year 6 and carried forward to the comprehensive school. There are also good links with other subjects. For example, the project currently being carried out in design and technology in Years 3 and 4 is closely linked to the science work these pupils are doing on a healthy diet. ICT is not used well to support learning in the subject.

## **ART AND DESIGN**

115. At the end of Year 2 and Year 6, attainment in art is above national expectations. The pupils make good progress. This progress is due to very good leadership of the subject and the high expectations of all teachers, which leads to high expectations in art lessons for pupils of all abilities, including those with SEN. The quality of teaching is good.

Strengths of the subject are:

- the co-ordinator's subject knowledge, leadership and management;
- the curriculum planned for the subject;
- the range of resources available;
- the pupils' very good attitudes.

Areas for development are:

- to widen the range of three-dimensional work;
- to develop the role of co-ordinator in assessment of the subject.

116. Throughout the school, the quality of teaching is good. The pupils enjoy their art lessons because the teachers follow the very good planning produced by the co-ordinator, which ensures that the pupils are consistently challenged to develop their skills progressively. For example, in an excellent lesson observed in Year 6, taught by a non-specialist, the pupils were constantly being encouraged to think of ways that they might improve their work. Their results, on techniques to show movement in drawing, were good. Their observational skills had been used well to look carefully at photographs to see what gave the impression of movement. Small details, like the creases in the back of a footballer's shirt, had been precisely observed.

117. A considerable part of the reason for the above average standards is due to the co-ordinator's hard work and enthusiasm. She has prepared a pack for each teacher for each term, giving them all their curriculum planning, a range of stimuli and detailing the resources they might use. This gives the teachers, who in some cases do not have sufficient knowledge of the subject, confidence to teach the subject successfully. For example, in lessons observed, the pupils used a wide range of materials to draw and sketch, such as a range of sketching pencils of varying hardness, charcoal, pastels and painting crayons. They were therefore able to experiment and try different effects, with very pleasing results.

118. The confidence given to the teachers by the security of the curriculum planning leads to very good attitudes from their pupils. They try hard and are keen to develop their work due to careful questioning by the teachers. They, and the teaching assistants, are good at going round their classes, suggesting that pupils look at their work again. This questioning carefully avoids too much guidance, allowing the pupils the freedom to make their own decisions.

119. The co-ordinator leads the subject very well and is aware of the areas for development within the subject. She is already working on a system of assessing the skills being developed, so that the teachers can keep track of how their pupils are progressing. She is also aware of the need to develop further the three-dimensional work being done.

## **DESIGN AND TECHNOLOGY**

120. Only two lessons were observed in DT and these were in Years 3 to 6. Additional evidence was



gathered from examination of pupils' work, discussions with pupils and teachers and analysis of planning. Attainment at the end of Year 6 is in line with national expectations. There was insufficient evidence to make a secure judgement in Years 1 and 2.

Strengths in the subject are:

- the policy created;
- the good modification of a national scheme of work to suit the school's needs;
- the development of a range of resources to ensure effective delivery of the curriculum;
- the leadership and management of the co-ordinator.

Areas for development are:

- to ensure that the process of designing, making and evaluating is implemented consistently, particularly in Years 1 and 2;
- to monitor teaching and learning to ensure consistency in good practice.

121. The findings of the inspection are that the school's coverage of DT is adequate. The apparent lack of sufficient evidence for Years 1 and 2 reflects the school's priority to establish the appropriate policy and scheme of work and to provide sufficient resources since it opened last year. As well as this, Years 1 and 2 alternate the teaching of the subject with art and design each half-term; consequently, no DT was taught during the inspection period. The co-ordinator has worked very hard to ensure that the statutory requirements are met satisfactorily and that there is an appropriate range and quality of resources to teach all the study units. The introduction of national guidance and a focused approach through the school has formed a secure basis for meeting the subject requirements. However, the school is aware that it has no agreed procedures for assessing and recording how well pupils are learning, although the co-ordinator has plans to address this weakness.
122. Long-term planning indicates that pupils experience a range of skills, techniques and materials which combine designing and making and are linked to other areas of the curriculum to support the pupils' learning. Previous work includes evaluating structures by looking at huts made of wood, mud and reed in the Aztec period and making money containers and understanding balanced diet food groups as part of work on a 'healthy eating' topic. Year 6 pupils show clear understanding of the various elements of the subject when recalling their previous work. They explore the use of a range of materials in making products, with a specific focus on making slippers. Pupils examine different materials and discuss their properties in relation to their suitability for slippers. Most pupils show appropriate knowledge and understanding of the fitness-for-purpose element and cost consideration. However, few use the subject specific vocabulary to explain their ideas.
123. The quality of teaching in the two lessons seen in Years 3 to 6 was satisfactory. Due to insufficient evidence, no judgement is made on the quality of teaching overall. In the lessons seen, the teacher had secure subject knowledge in one lesson but there was a lack of clarity and teaching of subject specific vocabulary and skills in the other. In both lessons, the teachers gave clear instructions and pupils knew what they had to do next. A good range of resources was used to support the ideas. They set appropriate expectations and the lessons generally moved at a steady pace, but the higher attainers were not identified and were not always challenged appropriately. Teachers made on-going assessments and gave constructive feedback to help pupils improve their work. Both teachers established very good relationships with pupils. In these lessons, pupils behaved well, talked enthusiastically about their work and enjoyed their lessons.
124. The school now has a satisfactory range of resources to meet the needs of the curriculum. The co-ordinator has made an accurate assessment of the strengths and weaknesses in the subject and has produced an effective action plan to develop the subject in order to raise standards. There are no opportunities to monitor teaching and learning, although informal discussions are held with staff and she provides good support to colleagues.

## **GEOGRAPHY**

125. Standards in geography at the end of Year 2 are in line with national expectations. By the end of Year 6, they are above expectations. The pupils make satisfactory progress overall.

Strengths in the subject are:

- the range of visits to places of interest which support learning;
- the links made to other subjects;
- the pupils' attitudes towards their learning.

Areas for development are:

- the monitoring of standards;
- the use of assessment to inform what the pupils need to do next to improve their learning;
- the provision of resources.

126. Only one lesson was observed during the inspection in Years 1 and 2, so judgements have been made by talking to the pupils and analysing their work. By the end of Year 2, the pupils have some knowledge of their local area and make simple comparisons with a contrasting area. They understand the purpose of maps, and plan simple routes, interpreting and using symbols appropriately. In walks round the local area, the pupils identify different types of housing and street furniture, and name features such as park, hill, roundabout and stream. The small amount of time that has been allocated to the teaching of geography has led to only basic coverage of the curriculum and, as a result, the pupils have had insufficient time to develop their skills and consolidate their learning.

127. In Years 3 to 6, the teachers plan well together, following national guidelines. By the end of Year 6, the pupils have a sound awareness of the world beyond their locality and compare and contrast localities with their own. The pupils are building their geographical skills and understanding of issues. For example, pupils in Years 3 and 4 show a concern for the environment and discuss the impact of creating a new quarry. Year 5 pupils compare life in modern Egypt with that in modern Britain by looking at a range of statistics showing differences in land use, settlement and climate. Year 6 pupils learn the physical features of rivers and the water's effect on the landscape. The teachers consistently make good links between the teaching of history and geography. This makes the topics more meaningful to the pupils and consolidates their learning. There is an over reliance on using worksheets which are not appropriately challenging for pupils of different abilities, especially the more able pupils. In their marking, the teachers do not tell the pupils what they need to do next to improve their work.

128. The pupils behave well in lessons. They listen politely and contribute enthusiastically to discussions. They very much enjoy the field trips used to underpin and stimulate classroom learning. These include trips to Mansfield, Perlethorpe, Eyam, York and Lathkildale.

129. The co-ordinator has produced a scheme of work following national guidelines and has begun to examine the teachers' planning. She has identified relevant priorities for the future, which include introducing more rigorous systems to monitor standards, improving assessment procedures and the purchase of more resources to support teaching and learning.

## **HISTORY**

130. Standards in history are in line with national expectations at the end of Year 2 and above expectations at the end of Year 6. All pupils, including those with SEN, make satisfactory progress.

Strengths in the subject are:

- the range of visitors and visits to places of interest which support learning;
- the links made to other subjects;
- the pupils' attitudes towards their learning;
- the provision of resources to support learning.

Areas for development are:

- the monitoring of standards;
- the use of assessment to inform what the pupils need to do next to improve their learning;
- the use of a wider range of teaching methods to meet the learning needs of all pupils.

131. It was not possible to see history being taught in Years 1 and 2 during the inspection, so judgements have been made by talking to the pupils and analysing their work. By the end of Year 2, the pupils understand that there are differences between their own lives and lives in the past, such as in Victorian times. They draw timelines of their own lives and begin to develop a sense of chronology. By using pictures and artefacts, they are able to give simple facts about the past, for example, that televisions and telephones are constantly changing and that these have not always been available. Coverage of history topics is inconsistent between the parallel classes and there is little evidence that the pupils study the lives of notable men and women in history or major events in Britain and the wider world.
132. By the end of Year 6, the pupils have a good knowledge of different periods of British history and how people lived in very ancient cultures. They gather information from a variety of sources. They describe the impact of events such as how life in Britain changed as a result of the Roman invasion. An extensive programme of visits to places of interest and the number of visitors invited into school make a significant contribution to the pupils' learning.
133. The overall quality of teaching and learning in history is satisfactory. Three lessons were observed during the inspection and these show some variation in the teachers' expectations, subject knowledge and the way they adapt their style of teaching to meet the needs of all pupils. In one very good lesson in Year 6, the pupils took part in role-play to learn about life on board ship for the Spanish explorers. They recorded their conversations on tape, using these at the end of the lesson to evaluate what they had learnt. These teaching methods ensured that all pupils were fully involved in the lesson and, as a result, they made very good progress. Good links are made to other curriculum subjects such as geography and English. For example, the pupils locate on maps the places they are studying or widen their vocabulary by learning words such as "mutiny" and "imperial." The pupils are given numerous worksheets on which to record their work. Many of these are unfinished and undated. As a result, it is difficult for the teachers to track the pupils' progress and assess what they have fully understood.
134. The pupils have very good attitudes towards history. They are enthusiastic, work hard in lessons, are keen to answer questions and collaborate well with each other. When asked to do so, they enjoy finding out information at home about their history topics.
135. The co-ordinator manages the subject satisfactorily and has put in place an appropriate scheme of work using national guidelines. The school has purchased a good range of resources to support teaching and learning. Time has not yet been allocated for her to monitor standards systematically by observing lessons and analysing the pupils' work. Insufficient emphasis has been given to developing the pupils' skills of researching, representing and interpreting events as well as focusing on historical facts.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

136. Standards in ICT are in line with expectations both at the end of Year 2 and Year 6. The pupils make satisfactory progress because of the sound teaching of the subject.

Strengths in the subject are:

- the leadership of the co-ordinator;
- the curriculum planned;
- the determination of the school to take the subject forward;
- the pupils' attitudes to the subject.

Areas for development are:

- the problems with some of the outdated hardware;
- planned use of computers in classrooms.

137. The school has had considerable problems with delivering the curriculum for ICT during its first year. Building work, the outdated computers left by the Middle School to create an ICT suite, wiring problems throughout the school and the lack of availability for training of staff have all conspired to slow development. The ICT suite was only in use for a handful of weeks during the school's first year and is still not in complete working order. Despite all this, a great deal of hard work has been done by the co-ordinator and teachers to ensure that the pupils are achieving satisfactorily.
138. The co-ordinator has produced a very good curriculum document and scheme of work, which supports teachers in their teaching. Added to this, the school has made very good use of a part-time teacher to take the co-ordinator's class for one day each week, so that the co-ordinator can be available in the computer suite to support other teachers. The pupils are making satisfactory progress. For example, pupils in Years 1 and 2 input some data they collected themselves about favourite breakfast cereals and were then interpreting the resulting graphs. The pupils in Years 3 and 4 changed font styles, sizes and colours to create effective displays. The pupils in Year 5 successfully attempted a challenging exercise, using a spreadsheet program to establish and continue a mathematical formula. They appreciated the power of a computer as they were able to take the results far further than would have been possible with a calculator. In all these lessons, the pupils' attitudes were very good. They shared computers well, were keen to succeed and acted very sensibly.
139. The co-ordinator has produced a very good plan for future developments and the school is determined that these should be enacted as soon as possible. Governors and the headteacher are putting considerable pressure on contractors and the authority to get the school system properly up and running. Further areas for development noted are the training of staff, the introduction of a system of assessment for the subject, more use of ICT across the curriculum and the planned use of the computers in classrooms.

## **MODERN FOREIGN LANGUAGE (FRENCH)**

140. French is taught in the summer term in Year 5 and throughout the year in Year 6. Attainment in French is in line with what is usually seen in other primary schools where pupils have been learning French for a similar length of time. The pupils of all abilities learn simple, everyday words and phrases. They learn a little about French life and are able to locate some principal towns on a map of France. The pupils make satisfactory progress, but some have difficulty in retaining what they have learnt from one week to the next. Teaching is satisfactory.

Strengths in the subject are:

- the pupils are familiar with simple, everyday words and phrases in French. They are gaining some knowledge of France and its culture;
- the teachers and pupils are enthusiastic.

Areas for development are:

- non-specialist teaching staff do not always have accurate pronunciation and understanding of all the words and phrases that are presented to the pupils;
- the school has at present no direct links with France or its people;

- the timing and length of lessons are insufficient for fully effective learning to take place.
141. The teachers plan lessons well and exercise good classroom control. The pupils respond by behaving and responding well. They share the teachers' enthusiasm and consequently make satisfactory progress. The use of a published scheme and associated CDs provides helpful pronunciation of the main words and phrases used, but not all of those used in the printed material are presented orally. A student helper gives useful support to pupils in their responses and writing.
142. Almost all the pupils show a good understanding of the meaning of the words and phrases used. By following the CD and the class teacher, they pronounce many words and phrases accurately. Almost all the pupils copy words and phrases accurately and use 'un' and 'une' correctly. The pupils show good general knowledge and understanding. This forms a good basis for their learning. For example when asked about typical French food a group of Year 6 pupils suggested "croissants" and "baguettes" instead of the more usual "snails" and "frogs' legs." In the previous year's work, in a section on "houses" the pupils use the words "cave" and "grenier." This indicates that they are learning about some aspects of French life that are different from their own.
143. The present scheme of work was selected after careful thought, but it still has some shortcomings. The continuation of French teaching was agreed after consultation with the teaching staff and with the approval of the local comprehensive school French department. Developing links with France is an area for development. The Local Education Authority is able to offer help with this but this help has not yet been sought because of other school priorities. The school has built well on the pupils' previous learning experiences and has made good use of the teachers who taught French in the former middle school to give advice and support to other staff. Opportunities are used throughout the school for raising the pupils' awareness of languages other than the pupils' own.

## MUSIC

144. Standards of attainment in music at the end of Years 2 and 6 are in line with national expectations. The pupils make satisfactory progress. In a number of lessons seen during the inspection, the standards attained were above those normally achieved by pupils of this age. These standards are not consistently attained throughout the school. In lessons for small groups and individuals taken by peripatetic staff and in after-school choir practice, the standards attained are well above those normally achieved at this age.

Strengths in the subject are:

- many of the pupils have a good sense of tune, rhythm and pitch;
- there is very good provision for peripatetic music teaching during the school day;
- the music curriculum is well supported by visits and visitors;
- the singing by the school choir is of a very high standard.

Areas for development are:

- an appropriate scheme of work is not yet fully established and in use in all classes;
- insufficient time is given to music in some classes;
- a number of staff lack understanding, training and expertise in this area of the curriculum;
- the school lacks musicians with leadership qualities as role models for pupils and staff.

145. In Years 1 and 2, the pupils learn well about how blowing, hitting, scraping, shaking and plucking produce different sounds because the teachers have high expectations and good classroom control. In a science lesson, the pupils developed their musical skills well in finding out about how musical sounds are made. The pupils in one class learnt to use their bodies to make different sounds and were able to clap accurately simple rhythms that had been demonstrated to them. In Years 3 and 4, good use was made of pupils who play musical instruments to talk about their instruments to the other pupils. They showed a good appreciation of how musical instruments

represent different animals and sounds in Prokofiev's "Peter and the Wolf." They sang well together and made up their own effective percussion accompaniments to recorded music. The teachers showed good subject knowledge and had high expectations of behaviour and work. In a Year 6 class, the pupils listened and responded well because the teacher had clear objectives that were shared with the pupils. The material used was appropriate for the age of the pupils and there were high expectations of good behaviour.

146. There is very good provision for peripatetic tuition on a range of instruments. The visiting staff show enthusiasm and have very good relationships with the pupils. As a result, the pupils learn well. Singing in assembly is tuneful, but not robust. Many pupils have a good sense of tune, rhythm and pitch, but their vocal skills are not being fully developed because of a lack of trained leadership.
147. The music co-ordinator is not a music specialist but she has worked hard to assemble resources and to produce a policy and plan for the music curriculum. At present, the school lacks a capable musician on the staff who could set an example for others. All classes have been allocated 40 minutes music time per week plus 20 minutes hymn practice time. This time is not at present fully used by all classes and this is an area for concern. The school uses a published scheme for non-specialists. The scheme has some shortcomings if it is to be relied on to develop fully the pupils' knowledge, skills and understanding. There are no opportunities at present for the effective monitoring of the teaching of the music curriculum throughout the school and many staff lack training in primary music.
148. There are satisfactory resources for the teaching of music throughout the school and sufficient instruments to enable all the pupils in a class to share in the practical activities. The pupils have opportunities to hear music and to learn about composers and their works in school assemblies.

## **PHYSICAL EDUCATION**

149. Standards of attainment by the end of Year 2 and Year 6 are in line with those expected nationally. The school has organised its allocation of swimming sessions well to provide learning opportunities for all the year groups in the current academic year. It is well aware that many pupils have private swimming lessons. Whilst the school has made appropriate arrangements to recognise achievement in swimming by awarding certificates and badges, it has not at this stage organised recording pupils' achievements in swimming. As a new school, it has made good progress in ensuring that the National Curriculum requirements are met fully and that there is an appropriate range of resources to teach all the aspects of the curriculum.

Strengths in the subject are:

- the PE policy and scheme of work now in place;
- the teachers use the scheme of work consistently;
- the subject is well resourced, with good use made of the excellent outdoor facilities.

Areas for development are:

- assessment practice;
- sharing good practice within the school;
- monitoring of teaching and learning to ensure consistency.

150. The pupils, including those with SEN and with EAL, make satisfactory progress through the school, while a number of pupils achieve well through their participation in competitive games, athletics and swimming. The pupils work hard, are enthusiastic and behave well. Most engage in warm-up and cool-down activities with good understanding of why this is necessary. Most pupils watch teacher and peer demonstrations carefully and make good efforts to improve their own performance. The pupils work independently or as members of a pair or group for activities requiring co-operation or competition. Most pupils understand the rules of common games such

as cricket and rounders. They take turns in team games and win or lose with good spirit. They listen attentively to explanations and evaluate their own and others' performance well. All pupils change for their physical education lessons and develop good awareness of hygiene, health and safety issues.

151. One PE lesson was observed in Years 1 and 2 during the inspection week. The quality of teaching in this lesson was sound. In Years 3 to 6 the quality of teaching ranged from very good to satisfactory and is good overall. The good teaching is characterised by the pace being brisk and challenging and periods of inactivity kept to a minimum. A lesson observed in Year 5 was very good; it was very well planned and the very good subject knowledge of the teacher, the well-targeted questions and demonstrations of a high standard added to the quality of the lesson in which most pupils made very good progress. The pupils are provided with ample opportunities to refine, practise and apply skills. In the lessons that are satisfactory, teachers on occasions take too long to give explanations and consequently the periods of inactivity are longer. On other occasions, activities are organised in such a way that pupils practise away from the teacher who cannot monitor their performance and give evaluative feedback.
152. At the time of the inspection, the school had planned to start the extra-curricular activities in the following fortnight. Discussions with pupils, evidence from photographs and documentation show that sporting clubs and after-school games are well supported, giving girls and boys opportunities to develop their games and sporting skills and practise their dance skills at events and competitions organised by the school. A visit to an outdoor centre provides good opportunities for Years 3 and 4 pupils to experience outdoor pursuits such as orienteering. The school camp is a further good opportunity for pupils in Years 5 and 6 to engage in outdoor and adventurous pursuits.
153. The co-ordinator is aware of the need to develop her expertise in the subject, particularly in furthering her understanding of how younger pupils learn and develop. She has worked hard and benefited from guidance and support provided by the local authority adviser. The school is well aware of the need to develop the formal assessment practice. Accommodation for PE is very good, with a large hall, well-marked outdoors hard and grassy areas and a large field.

## RELIGIOUS EDUCATION

154. Standards at the end of Year 2 and Year 6 are in line with the expectations set in the Locally Agreed Syllabus, which is currently under review. The co-ordinator, who has recently taken over the responsibility from an outgoing temporary teacher, has worked hard to ensure that the statutory requirements are fully met. In the past academic year as this new school focused on establishing the core curriculum as main priority, the curriculum for RE was largely governed by the resources available. This has been addressed and the RE curriculum is now consistently taught through the school.

Strengths in the subject are:

- the leadership and management of the co-ordinator;
- good links and support from the local authority adviser.

Areas for development are:

- assessment of RE;
- consistency of good practice across the school.

155. The small amount of written work seen together with the work seen during lessons shows that majority of pupils make satisfactory progress. The pupils are encouraged to respect and care for each other, and many classrooms have displays suggesting ways in which this might be carried out on a practical day-to-day basis. In assemblies pupils show good understanding of some Bible stories and that Jesus is special to Christians. By the end of Year 6, pupils understand the main similarities and differences between Christianity and other major religions such as Judaism and Islam, although, some pupils mix up the basic facts about these religions. They know how

significant events can change people's lives, with specific reference to the life of Siddhartha Gotama Buddha. Progress in historical, comparative and factual study of religions is satisfactory overall.

156. The quality of teaching in the lesson seen in Years 1 and 2 was satisfactory. In Years 3 to 6, the quality of teaching overall is good but, taking into account the quality of recorded work seen in books, the overall quality of teaching is satisfactory throughout the school. The teachers plan an appropriate range of activities that support pupils in making links between religious belief and everyday life of believers. They give clear explanations and through skilful questioning generate thoughtful responses. They manage their pupils well and in the best lessons, they ensure pupils work at a brisk pace. The teachers often give constructive feedback which extends ideas. They encourage pupils to share their experiences with sensitivity and this contributes to raising their self-esteem. They make good use of artefacts, visitors and other resources to support learning. On occasions, lessons, although effectively linked to other curricular areas such as literacy, become more skewed towards literacy development and tend to lose the RE focus. Planning does not always take account of the spiritual aspect of RE. There is less opportunity for pupils to experience awe and wonder about the world around them or to reflect on a range of related issues.
157. In the short period that the co-ordinator has had the responsibility, she has worked hard and made good progress in ensuring a whole-school curriculum that meets statutory requirements. An appropriate policy and scheme of work have been introduced which secure continuity through the school. She has taken good advantage of the support and guidance available from the local authority adviser as a new school in building a bank of appropriate resources. There is a good range of books on this subject in the library. The co-ordinator is aware that procedures for assessing attainment and monitoring progress need to be developed. There is little evidence of ICT being used to support learning.