

INSPECTION REPORT

ABBEY PRIMARY SCHOOL

Mansfield

LEA area: Nottingham

Unique reference number: 133280

Headteacher: Mrs K Bromly

Reporting inspector: Mr P Mann
23219

Dates of inspection: 2nd – 5th June 2003

Inspection number: 249039

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

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: Abbey Road
Mansfield
Notts

Postcode: NG18 3AF

Telephone number: 01623 481117

Fax number: 01623 481124

Appropriate authority: Governing body

Name of chair of governors: Mr Don Hales

Date of previous inspection: This is the first inspection of this new school

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Phil Mann 23219	Registered inspector	Design and technology Physical education Religious education English as an additional language	Standards - attainment and progress How well is the school led and managed? Efficiency of the school
Ann Taylor 19743	Lay inspector		Standards - attitudes, behaviour, personal development Attendance Spiritual, moral, social and cultural and personal development How well does the school care for its pupils? How well does the school work in partnership with parents? Staffing, accommodation and learning resources
Tony Painter 21512	Team inspector	The Foundation Stage Mathematics Information and communication technology	How well are pupils taught?
Agnes Patterson 25802	Team inspector	English Art and design Special educational needs	Monitoring of pupils' academic performance and personal development Educational and personal guidance - assessment
Glynn Storer 19830	Team inspector	Science Geography History Music	Inclusion How good are curricular and other opportunities?

The inspection contractor was:

TWA Inspections Ltd
102 Bath Road
Cheltenham
GL53 7JX

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	28

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Abbey Primary School has 336 pupils aged from 4 to 11 on roll, and the average class size is 28. The school has recently been formed as part of the local authority's reorganisation of schools, and serves a residential area on the outskirts of Mansfield. The home circumstances of most of the pupils are below average overall. The original building dates from 1953 and is surrounded by play areas and a playing field. At the time of the inspection, there were five children under five in the reception classes. The attainment of children at the start of school is below average. Fifteen per cent of pupils have been identified as having special educational needs, and this is below the national average. There are currently no pupils with a statement of special educational need but 24 who require support from outside agencies. The proportion of pupils who speak English as an additional language is very small.

HOW GOOD THE SCHOOL IS

This is a good school that is undergoing a period of rapid development. The management skills of the headteacher are very good and her inspirational leadership has guided a newly formed staff and governing body into an effective team. Together they provide very high levels of care for all pupils and set high expectations for what they can achieve. As a result, pupils' standards are above average in the basic skills and levels of achievement are good. Given the level of resources available, the attainment of pupils when they start school and the standards currently being achieved, the school provides good value for money.

What the school does well

- Good teaching ensures pupils achieve well. Standards for pupils aged seven and eleven are above average in English, mathematics, science, and art and design.
- The pupils' attitudes to learning are very good, and relationships are warm, friendly and very positive, creating a very positive atmosphere for learning. Pupils respond particularly well to the very high levels of personal and spiritual development provided.
- Pupils with learning difficulties make very good progress in all they do because of the very good levels of support they receive.
- The school provides pupils with a very wide range of learning experiences, both in and outside lessons.
- Staff provide very good levels of personal care for all pupils.
- The headteacher is an inspirational leader who has managed the staff and development of the new school very well for the benefit of all pupils.

What could be improved

- Procedures for assessing and recording pupils' progress in subjects other than in English and mathematics and the use of this information to inform lesson planning.

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

This is a newly formed primary school with a changing catchment area profile. The first year of amalgamation proved to be a very difficult year with some disruption to overall pupil progress. All pupils are now making good progress overall as they move through the school. Achievement is good in nearly all subjects but never less than satisfactory. The strong focus now being placed by the leadership of the school in raising standards is a key driving force for these improvements.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

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

Inspection findings confirm that standards attained by eleven year olds in the current Year 6 are above average overall in English, mathematics and science. These results are slightly at variance with those achieved in the 2002 national tests, where standards were above average in English and average in mathematics and science. The main reason for this difference is that the 2002 Year 6 group was originally educated as pupils of either other schools nearby or of the middle school previously based on the same site. The first year of the reorganisation of Mansfield schools proved to be a very difficult one for these pupils, resulting in some disruption to their overall progress.

Assessments currently undertaken when children first come into the reception class confirm that the attainment of these children is below that expected nationally for five year olds. By the time they finish the reception year their attainment is average. Standards attained by seven year olds are rising and are above average in English, mathematics, science and art and design. Standards attained by seven year olds in the 2002 national tests were average in reading and writing.

All pupils are now making good progress overall as they move through the school. The strong focus now being placed by the leadership of the school on raising standards is a key driving force for these improvements. Achievement is good in nearly all subjects and is never less than satisfactory. It is particularly good in English and mathematics because of good teaching and the effective use of assessment information to plan learning opportunities for pupils. These procedures are not as good in other subjects.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils love their school and enjoy lessons. They are very keen to learn.
Behaviour, in and out of classrooms	Very good. Pupils know what is expected of them because they have been involved in agreeing rules for playground and classroom behaviour.
Personal development and relationships	Very positive. Relationships are warm, friendly and supportive. Pupils enjoy taking responsibility and show a good level of respect and consideration for each other.
Attendance	Satisfactory. The effects of a 'flu epidemic temporarily curtailed a slowly improving picture.

TEACHING AND LEARNING

Teaching of pupils:	Reception	aged 5-7 years	aged 7-11 years
Lessons seen overall	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 is good across the school. No unsatisfactory teaching was observed during the inspection and about a third of lessons were judged to be very good, with two lessons of excellent quality. Over three quarters of the teaching was good. Throughout the school, the overall good quality of teaching meets the basic educational needs of all pupils. Since the school opened, teachers have paid good attention to sharing skills and developing a team approach to teaching. Teachers share planning and develop aspects of the curriculum, and this has had a positive impact on teaching. Much of their work makes effective use of national guidance in literacy, numeracy and other subjects. Good teaching in the reception classes ensures that children get a good start to their education, with imaginative activities in all the areas of learning. Staff make particularly good provision for the personal, social and emotional development of these children.

Throughout the rest of the school, teachers establish secure classroom routines and very good relationships that capture pupils' attention and make them want to learn. They use a good range of resources and challenging questioning to extend pupils' thinking. Teachers have very good control of classes and use praise and respect well to motivate pupils. They put a strong emphasis on developing pupils' basic skills of literacy and numeracy. In the best lessons, particularly in mathematics and English, teachers make good use of the national guidance for planning lessons and the school's developing assessment systems. In subjects other than English and mathematics, the planning systems usually used by teachers are less secure. Teachers sometimes use informal assessment of earlier work to provide tasks for different groups of pupils. However, in less successful lessons, teachers do not use enough precise assessment of pupils' levels of attainment to focus activities sharply to pupils' needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is good. Teachers bring pupils' learning to life by providing a very good range of activities, educational visits and special events. The provision for children in the reception classes is good and there is a good emphasis on learning through play.
Provision for pupils with special educational needs	Very good. The coordinator, teachers and teaching assistants work very closely together to provide challenging tasks for individual pupils. They are very well supported in classes. The targets are regularly reviewed and updated and, as a result, these pupils make very good progress.
Provision for pupils with English as an additional language	Good. The school provides good support for the very small number of pupils for whom English is an additional language. They are very well integrated into the work of the school and make rapid progress due to the very good levels of extra support.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. This is a significant strength of the school and provision is very good overall. Spiritual development is especially good in assemblies and the headteacher has a clear feel for its importance in school life. The excellent displays of pupils' work around the school fully enhance this aspect of pupils' development, celebrating their achievements in a very vibrant way. Moral and social development are very good, providing pupils with many opportunities for them to work cooperatively. Cultural development is good with an appropriate emphasis on multi-cultural education.

How well the school cares for its pupils	Good overall. Staff provide very strong personal support for its pupils, who are cared for very well. There are good systems in place to assess pupils' attainment and progress in English and mathematics, and the information gathered is used well to plan for future work in these subjects. Assessment procedures are insecure in most other subjects and an area for development. It is recognised that this is because there has been insufficient time for the full implementation of these to take place.
--	---

A very strong partnership has been quickly established with parents and carers of pupils at school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher is an inspirational leader who manages the work of the school very well. Many new procedures have been put in place since the school's formation in 2001. Responsibilities are effectively delegated to senior staff and teamwork is a very strong feature of this school. Much has been done in a very short space of time to make this a caring, sharing and achieving school.
How well the governors fulfil their responsibilities	Good. The governing body is very supportive of the school and has made a good start in monitoring the school's work. All statutory requirements are fulfilled. Governors have a good understanding of the school's strengths and areas for further improvement.
The school's evaluation of its performance	Good. Effective procedures have been put in place to monitor and evaluate the school's work. Teaching and learning is monitored very well and is closely linked to the setting of standards and performance management of staff.
The strategic use of resources	Good. A good start has been made in the construction a long-term plan for the school's future development. This is closely linked to the school's budget. Administration staff work closely with governors and senior staff to ensure that resources are used to best effect to support pupils' learning.

The accommodation is now of very good quality, following a period of major refurbishment and building work leading to severe disruption when the school first opened. There are a good number of experienced teachers and skilled support staff delivering the curriculum. Resources are of good quality and many are new.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

The meeting was attended by 12 parents and 31 per cent returned the questionnaire.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • That they feel comfortable about talking to staff. • That the school is well led and managed. • That the school expects their children to work hard and do their best. • That the quality of teaching is good and this enables their children to make good progress. 	<ul style="list-style-type: none"> • The amount of homework. • The range of activities outside of lessons.

Parents are extremely supportive of the school and hold the headteacher in high regard and affection. They are pleased how the school has evolved and become established since opening. Inspectors support and endorse all of the parents' positive views. They do not agree with parents' negative views, however. Arrangements for homework are satisfactory and the school has very recently revised its homework policy, to ensure greater consistency. There is a very good range of extra-curricular activities, better than that seen in many schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. This is a newly formed primary school with a changing catchment area profile. Assessments currently undertaken when children first come into the reception class confirm that the attainment of these children is below that expected nationally for five year olds. Inspection findings confirm that standards attained by eleven year olds in the current Year 6 are above average overall in English, mathematics and science. These results are slightly at variance with those achieved in the 2002 national tests where standards were above average in English, and average in mathematics and science. The main reason for this difference is that the 2002 Year 6 group was originally educated as pupils of either other nearby schools or of Windmill Ridge Middle School, which was previously based on the same site. The first year of the reorganisation of Mansfield schools proved to be a very difficult year for these pupils, resulting in some disruption to their overall progress.
2. Inspection findings confirm that standards attained by seven year olds are rising and are above average in English, mathematics, science and art and design. Standards attained by seven year olds in the 2002 national tests were average in reading and in writing. They were above average in mathematics. The great majority of these pupils came from Carter Lane First School at the start of the new school.
3. All pupils are now making good progress overall as they move through the school. Achievement is good in nearly all subjects, and is never less than satisfactory. It is particularly good in English and mathematics because of good teaching and the effective use of assessment information to plan learning opportunities for pupils. The strong focus now being placed by the leadership of the school on raising standards is a key driving force for these improvements.
4. The table below shows attainment in English, mathematics and science judged by the inspection team and as achieved by pupils in Year 2 and Year 6 in the 2002 tests, compared with all schools nationally and measured by what is known as points scores. These scores take into account the performance of all pupils in the year group.

	National Tests Year 2 2002	Inspection Judgements Year 2 2003	National tests Year 6 2002 [points scores]	Inspection judgements Year 6 2003
English	Reading Average Writing Average	Reading Above average Writing Above average	Above average	Above average
Mathematics	Above average	Above average	Average	Above average
Science	By teacher assessment Well above average	Above average	Average	Above average

5. The following table shows inspection judgements of standards in subjects other than English, mathematics and science.

	By the age of 7	By the age of 11
Information and communication technology	In line with that expected	In line with that expected
Art and design	Above that expected	Above that expected
Design and technology	In line with that expected	In line with that expected
Geography	In line with that expected	In line with that expected
History	In line with that expected	In line with that expected
Music	In line with that expected	In line with that expected
Physical education	In line with that expected	In line with that expected
Religious education	In line with that expected	In line with that expected

6. Children under the age of five make good progress from the time they join the school to the end of the reception year. The overall standards by the time these children begin the National Curriculum in Year 1 are around those expected for their age. Most children reach most of the goals set for them in each of the areas of learning, except some of the youngest children. Some children exceed the goals, particularly in their personal, social and emotional development, and in their reading and writing.
7. All pupils make good progress overall in the infants and juniors because teachers care for their pupils well, have high expectations for what they can do and plan a wide range of interesting and challenging learning experiences throughout the school year. Very impressive displays of pupils' work around the school confirm the high level of teacher expectation and overall high standards of work being achieved. The implementation of the literacy and numeracy strategies has been effective and basic skills are taught well by teachers and support staff in all classes. As a result, standards are above average in English and mathematics. Pupils are taught effectively in ability groups for literacy and numeracy lessons and assessment information is used well to ensure that all pupils, regardless of their level of prior attainment, make good progress in these areas of learning.
8. All pupils make good progress in art because the quality of teaching is good overall. Teachers provide an exciting range of activities, which their pupils thoroughly enjoy, and standards are above average overall. The quality of learning is also good across the school in all other subjects. This is because subject expertise amongst the teachers is good and teachers have high expectations of what pupils can achieve in these lessons. Although achievement in science and most other subjects is good, the rate of progress or standards attained by some groups of pupils are not as good as they could be. This is because teachers in the infant and junior classes are not yet effectively using the assessment information to plan for the next steps in their learning as well as they might. This is particularly so for some groups of pupils in mixed aged classes.
9. Support staff play an integral part in the teaching of basic skills. Assessment data is used very well to target pupils identified for extra booster work, with some very good results, for instance as seen in a writing session for higher attaining pupils in Year 6 taught by a learning support assistant in the library area. In this planned session to follow up the teacher's lesson introduction in the classroom, the learning support assistant provided these pupils with a very good opportunity to create a story introduction. The whiteboard was used very effectively to gather all the pupils' ideas together to create a highly imaginative and descriptive piece of text. The result of this work is as follows and confirms the high standard of work being achieved.

'Centuries ago, Lasty was in trouble. Lasty was a far off land, usually a peaceful place. A few problems had occurred but all had been overcome until now! This is the deadliest, most perilous and disastrous ever and it is looking grim.'

All the pupils were very proud of their combined efforts and felt highly motivated to continue with the rest of their writing.

10. The school's programme of support for pupils with special educational needs is very good and these pupils make good progress as a result. It is organised very effectively to identify pupils who need additional help in class. Good quality individual education plans are in place for pupils and used well by teachers when planning each lesson. Very good communication between teachers and learning support assistants ensures that the needs of these pupils are very effectively met and pupil progress is evaluated and monitored very well.

Pupils' attitudes, values and personal development

11. Pupils' very positive attitudes to learning, their very good behaviour and the presence of high quality supportive relationships are all important school strengths which are helping pupils to take full advantage of their education.
12. Attitudes to learning are very good and pupils enjoy coming to school. They are very interested in their lessons and are happy to be involved in class activities. There is no shortage of hands shooting up when the teachers ask questions. They listen very well to each other, are confident in expressing their views eloquently and ask meaningful questions. These very good attitudes were shown during an art lesson for infant pupils, when they were making animal masks. Pupils worked very well together, sensibly shared glue, scissors and paint, and diligently discussed their work and how they were going to approach the task with each other. Without prompting, two pupils exchanged masks with each other to share the difficult cutting out parts. These very good attitudes were shown because the teacher gave pupils lots of chances to show their initiative and to be responsible. They rose to the challenge magnificently.
13. Pupils behave very well indeed. As a result, they make significant progress in lessons. They respond well to school rules, which they helped compile, and have a good understanding of right and wrong. Pupils are accustomed to showing respect for other people's property and are mostly polite and trustworthy. They particularly appreciate how nice the school is now, compared with the building works and temporary classrooms that greeted many when they first arrived. Bullying or oppressive behaviour is rare and handed well by staff.
14. The number of temporary exclusions in the last academic year was higher than that usually seen in primary schools. This was because of the unusual circumstances the school found itself in, having taken in a large number of the oldest pupils into a new school. Many of these pupils did not want to move to a primary, having been in a middle school environment, and having had a disruptive education involving moves from lower, to middle, to primary in the space of three years. The 'building site' conditions of the school with limited playground space did not help. This presented itself in the high number of extreme behaviour problems with which the school coped admirably during its formative year. This was clearly a one-off situation and bears no reflection of the school as it is now.
15. Relationships in the school are very good and pupils make very significant progress in developing their social skills. The large majority are confident to talk with their classmates about their behaviour, feelings and experiences. This is something the school actively encourages. Pupils contribute enthusiastically to the life of the school and community. The numbers involved in the annual Mansfield Fun Run were so high that the school won

the first prize for the most entrants. Those involved with orchestra and choir enjoy performing to adults in the community. Pupils show a very keen respect for the values of the school, clearly shown and felt in one assembly when they sang the school song with enthusiasm, passion and feeling.

16. They readily accept responsibility for routine classroom jobs, which they carry out with care and pride. This is because teachers provide good opportunities for pupils to display initiative and a sense of responsibility. For example, during the school's opening ceremony, the oldest pupils welcomed visitors and showed them around. Older pupils are confident enough to show initiative by organising 'Blue Peter' bring-and-buy sales, and staging their own football tournaments, with certificates and prizes. Pupils invariably display enthusiasm to help others. This is particularly strong in the kindness shown by the oldest pupils towards the youngest, and the work of the playground buddies, who help to make playtimes happy occasions.
17. Attendance rates are satisfactory overall, and are just wavering below the national average. Most recent figures show the school has improved slightly on last year's figures. However, the effect of a 'flu epidemic has taken its toll on overall averages. The proportion of pupils absent without good reason is very low, as the school is persistent in finding out the reason why pupils are away. Punctuality to school in the mornings is satisfactory, mainly because pupils and their parents are constantly being urged by the headteacher to get to school on time.

HOW WELL ARE PUPILS TAUGHT?

18. Throughout the school, the overall good quality of teaching meets the basic educational needs of all pupils. Since the school opened, teachers have paid good attention to sharing skills and developing a team approach to teaching. Teachers share planning and develop aspects of the curriculum, and this has had a positive impact on teaching. Much of their work makes effective use of national guidance in literacy, numeracy and other subjects. Parents overwhelmingly recognise and support the good quality of teaching and teachers' high expectations of their children.
19. Good teaching in the reception classes ensures that children get a good start to their education with imaginative activities in all the areas of learning. Staff make particularly good provision for children's personal, social and emotional development. Praise and clear expectations of behaviour encourage children to work and play happily together, and to behave well. As a result, children settle quickly and enjoy the clear routines of the class and school. The reception class teachers and teaching assistants manage children well and establish strong and positive relationships. They use the developing assessment systems effectively to help them to promote the learning of individual children in the classes. This is particularly important because the younger children get significantly less reception experience before beginning the National Curriculum in Year 1. The effectiveness of these strategies is apparent in the good progress children make in reading and writing because of the use that teachers make of aspects of the national guidance for literacy.
20. Throughout the school, teachers establish secure classroom routines and very good relationships that capture pupils' attention and make them want to learn. They use a good range of resources and challenging questioning to extend pupils' thinking. Teachers have very good control of classes and use praise well, and respect for pupils, to motivate them. They put a strong emphasis on developing pupils' basic skills of literacy and numeracy. To this end, teachers give pupils good opportunities to apply their developing skills in other subjects. For example, pupils throughout the school write in different forms, particularly in subjects such as history and geography. Pupils use their numeracy skills when measuring accurately in design and technology and when displaying their collected data in graphs.

The new computer suite is contributing to pupils' skills and teachers give many good opportunities for pupils to present their work using computers. Year 5 and 6 pupils, for example, create clear electronic presentations about their recent residential visit.

21. Teachers' planning is clear and usually includes references to what pupils will learn during the lesson. Teachers make good use of these when teaching. For example, they generally remind pupils of the learning objectives before activities, helping pupils to focus on what they need to do. In the best lessons, particularly in mathematics and English, teachers make good use of the national guidance for planning lessons and the school's developing assessment systems. They design clear objectives to meet the needs of pupils of different levels of attainment. Some of this work is carefully matched to give pupils the correct level of challenge, to help them improve, sometimes rapidly. The best marking focuses on the planned learning and clearly indicates how pupils can improve, sometimes including pupils' own analysis of their learning. As a result, teachers make areas of success clear and give useful advice on how to improve further. Particularly good examples of this were seen in the Year 6 mathematics booster group work. However, this analytical approach to marking and assessment is not applied consistently in all subjects through the school.
22. In subjects other than English and mathematics, the planning systems usually used by teachers are less secure. Teachers sometimes use informal assessment of earlier work to provide tasks for different groups of pupils. However, in otherwise satisfactory, and sometimes good, lessons teachers do not use enough precise assessment of pupils' levels of attainment to focus activities sharply to pupils' needs. As a result, some tasks are not pitched precisely to pupils' developmental stages and do not do enough to help them make good progress. Teachers therefore miss some opportunities to extend learning further. For example, science tasks are pitched at a level that supports higher attaining pupils well, but lower attaining pupils sometimes struggle to keep up. In other subjects, however, higher attaining pupils are disadvantaged because the level of challenge for them does not help them to achieve their very best. The school's assessment systems are developing and beginning to collect information. However, except in English and mathematics, teachers do not yet have strong data to use in their planning. As a result, pupils do not make all the progress of which they are capable in every lesson in other subjects.
23. Throughout the school, teachers and support staff work together well and classroom assistants play an important role in improving the learning of different groups of pupils. Support assistants work particularly effectively when pupils are grouped by ability. Some clearly planned literacy work for lower attaining Year 6 pupils, for example, ensured that they worked very hard and made very good progress. Very good relationships with support staff and good organisation set a good pace to these lessons. Good questioning, securely based on personal knowledge of pupils' strengths, enables all pupils to learn effectively. The co-ordinator, teachers and classroom assistants support pupils with special educational needs well. This support ensures they take a full part in the work of the class and school. Targets in individual education plans provide a key focus for pupils' work and help support staff to ensure very good progress.

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

24. The curriculum for children in the Foundation Stage is good. The teachers plan a wide range of activities, which incorporates all the required areas of learning. The well-equipped classrooms are very thoughtfully organised to stimulate children's curiosity and

to encourage them to become independent learners. Well-planned links between different areas of learning bring added meaning and purpose to children's activities and successfully promote progress. For example, children's personal and social skills, their speaking and listening, their mathematical skills and their knowledge and understanding of the world are all boosted by a visit to the very popular 'Vet's Surgery'. The secure outdoor area provides valuable opportunities for children to learn on a more active scale than is possible indoors. However, staff sometimes restrict the range of activities that children undertake in this area and so do not always make the best use of this facility.

25. The school also provides a good quality curriculum for pupils in Years 1 to 6. It offers a wide range of learning opportunities that contribute effectively to pupils' very positive attitudes and to their enjoyment of learning. The school follows the most recent national guidelines for teaching the subjects of the National Curriculum and, in doing so, ensures that staff teach all aspects of the various subjects thoroughly and that they place a good emphasis on the teaching of skills. For example, the systematic teaching of investigative and experimental skills makes a strong contribution to the above average standards that pupils achieve in science.
26. Teachers use the National Literacy and Numeracy Strategies effectively to bring consistency to the teaching of English and mathematics. Throughout the school, teachers have worked hard to develop methods for teaching the basic skills of literacy and numeracy successfully and for reinforcing pupils' learning through a range of worthwhile activities in other subjects, including history, geography and science. Moreover, teachers plan frequent opportunities for pupils to use their developing information and communication technology skills as an aid to learning in other subjects, including art and design, geography and science.
27. The school makes very good provision for pupils' personal, social and health education (PSHE) strengthened by its strong ethos and the high quality of relationships throughout the school. There is a good degree of consistency in the school's approach to teaching and learning. By encouraging pupils to be co-operative, confident and independent, teachers promote and reinforce aspects of personal development on a daily basis. All classes have PSHE as part of their weekly timetable. There is a detailed programme of work to be covered at these times that includes a clear focus on citizenship. There are very effective cross-curricular links which ensure that pupils' other work, for example in science or in physical education, makes an effective contribution. Furthermore, the school arranges special events, such as the 'DARE'¹ project, presented by local police officers, which educates older pupils about the dangers of abusing drugs and other potentially dangerous substances. High quality assemblies and acts of worship, such as that which warned pupils against making superficial judgements about people, also add significantly to the impact of this aspect of the school's work. The success of these initiatives can be seen in the high standards that pupils achieve in aspects of their personal development, the very good relationships throughout the school and in pupils' awareness of relevant health issues.
28. The school successfully ensures that most pupils have equality of opportunity and access to the curriculum, irrespective of their ability, gender or background. In consequence, pupils with special educational needs, including those with statements of special educational need, participate actively in all lessons and in the life of the school. Planning for English and mathematics focuses particularly well on the needs of pupils of differing levels of attainment. Teachers ensure that all pupils make good progress in these subjects by using assessment information to group pupils according to their abilities and plan challenging tasks that are matched to their prior attainment. There are, however,

¹ [DARE stands for Drug and Resistance Education](#)

weaknesses in the school's current arrangements. Planning for other subjects is less sharply focused because teachers do not maintain detailed records of pupils' progress. Pupils' completed work shows clearly that there are many occasions when all pupils in the class undertake the same work. As a result, there are times when some pupils, both the lower and the higher attaining, do not make as much progress as they should. The school compares the performance of boys and girls to ensure that they achieve equally well. Teachers are committed to ensuring that the contributions of all pupils are celebrated and valued. All pupils have frequent opportunities to work together and to support each other's learning. This makes a significant contribution to their academic and personal development.

29. The school's arrangements for the support of pupils with special educational needs are very effective. Procedures for the early identification of pupils with special needs are secure. Teachers work with the special educational needs co-ordinator in drawing up pupils' individual work plans, which contain specific, achievable targets. These targets are regularly updated and so give a very clear focus to the work undertaken by teachers and classroom assistants. As a result, most pupils with special educational needs make very good progress. Many overcome the difficulties that they face and are able to continue their education without additional support. The school is also keen to identify and monitor the progress of the more able pupils. It targets additional support if necessary to ensure that pupils are able to fulfil their potential and achieve high standards in their work. The co-ordinator and special educational needs governor regularly review pupils' progress.
30. The school adds significantly to the quality of pupils' learning by extending and enhancing its basic curriculum. Pupils in Years 5 and 6 learn conversational French. These lessons are much enjoyed, contribute to pupils' cultural development and provide a very good preparation for work at the secondary school. Pupils have opportunities to be involved in a very good range of extra-curricular activities, appropriate to their age. Activities include clubs for sporting activities, participation in competitive events with other schools, cultural activities such as choir, orchestra and choral verse, and opportunities for individual pupils to learn to play musical instruments, such as the recorder or keyboard. All pupils are also involved in class assemblies, school concerts and productions in the course of the year. The range and quality of such experiences are greater than in many schools of this size. The school makes very good use of resources within the wider community to extend the curriculum for its pupils. Pupils make frequent educational visits to places of interest in the immediate locality and further afield, such as Eyam in the Peak District of Derbyshire, and there are several opportunities for pupils to participate in residential visits. Pupils also benefit from a wide range of visiting speakers. These include members of the local community, as well as representatives of the public services, faith communities and theatre companies, not to mention marauding Vikings! These fruitful links bring learning to life for the pupils and contribute in a very positive way to their academic, personal, social, cultural and health education.
31. The school has satisfactory links with neighbouring schools and colleges. Links with the local secondary school, to which most pupils transfer, ensure pupils' smooth transition to the next phase of their education. They also facilitate work experience placements for a number of the secondary school's older students. The school's partnership with nearby colleges enables it to support training programmes for those wishing to become teachers or to fulfil other roles in school.
32. Overall, the provision for pupils' spiritual, moral, social and cultural development is very good and a significant school strength.
33. The headteacher has a clear understanding of the importance of spiritual awareness within school life and provision is very good, overall. Assemblies are used as powerful vehicles for setting the tone for the day. They provide pupils with time for calm, generating a

togetherness based upon the mission statement, which is to be a 'Caring, sharing, achieving school'. Shared humour (with the headteacher supposedly eating dog food!) and enjoyment of music and song (particular the school's own Abbey song) are important elements and make a big impact upon the spiritual atmosphere created. Such excellent quality assemblies naturally comply with statutory requirements for collective worship. They are carefully planned to reflect current school issues, such as 'how our actions reflect on others' 'valuing achievement' and friendship issues involving 'standing up for your beliefs'.

34. Provision for pupils' moral and social development is also very good. Staff consistently deliver messages containing strong moral principles throughout the school day. They are very good at helping pupils understand the difference between right and wrong and how they must think about the right choices to make. For example, pupils were fully involved in discussing and then deciding upon classroom, playground, and school rules. The importance of self-discipline is promoted well. To illustrate this, one teacher was heard asking a pupil to consider if the person next to him in the assembly line was the best choice, to ensure he would behave well. The boy then moved to stand next to someone else, and was praised for his action.
35. The very good quality personal, social and health education programme, incorporating elements of citizenship, is used effectively as a strong vehicle for delivering moral and social guidance. Very good relationships within the school make a considerable contribution to the school's positive and friendly atmosphere. Good provision of two residential visits, to Kingswood and Bamburgh, significantly help to develop pupils' social skills and levels of maturity. The school encourages pupils to help each other; for example, playground buddies (trained older pupils) are helping to make playtimes happier and more constructive for others by sorting out minor squabbles and playing games which others can join. For those pupils interested in playing an instrument or singing, there are good musical opportunities to perform to the wider community in the orchestra and choir. Stunning displays in the public areas of the school, such as those of the Mansfield Fun Run, celebrate pupils' achievements well and convey the message of how pleased and proud the school is of them.
36. Arrangements for developing pupils' cultural awareness are good. Art makes a positive contribution, combined with good use of visits out. Pupils spent time with an artist from the Castle Art Gallery, looking at perspective and sketching views in the castle grounds. They have also completed some lovely artwork in paint and pastel, using the work of Winifred Nicholas as inspiration. Since it opened, the school has entered the Mansfield Music and Drama festival, which is helping broaden pupils' artistic horizons. There are a range of opportunities for pupils to experience live performances, such as a recent drumming workshop and a theatre group who performed during the inspection week using an environmental theme.
37. A satisfactory range of activities ensures that pupils appreciate the cultural diversity of British society. Children in the Foundation Stage celebrated Chinese New Year and were involved in Chinese writing, using chopsticks and tasting prawn crackers. As part of the display group, pupils have studied musical instruments from around the world.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

38. There is very good care for pupils. The school really does 'live' by its aim of being a 'Caring, sharing, achieving school'. The headteacher is passionate about providing a secure, warm, and caring environment, where pupils can flourish. The staff place a strong emphasis on being available so pupils can talk to them if they need to. As the headteacher stated, 'The children need to be happy. It's my job to make sure they are'. Part of the work completed by pupils with the display co-ordinator involves several huge

posters entitled, 'When I need to talk, who will listen?' Many of those chosen by pupils are named members of school staff.

39. Part of this strong care encompasses a very good personal, social, and health education programme, which contains elements of citizenship. This aspect of the curriculum is afforded high priority and involves lots of discussion, role play and debate, for example on healthy eating, rules and responsibilities linked into the laws of the land and, for younger pupils, caring for pets. There is also good guidance for older pupils about drugs through the acclaimed DARE programme delivered by Nottinghamshire Police.
40. Procedures for child protection, safety and welfare are well established. Teachers are very aware of and sensitive to the personal and home circumstances of each pupil. The child protection co-ordinator is experienced and well trained. Staff are regularly kept up to date about what to do if they have a concern. These good procedures are typified by the fact that pupil welfare issues always form part of the weekly staff meeting agenda. There are a good number of staff trained to deal with first aid, and health and safety procedures are thorough.
41. Improving pupils' attendance is a high profile aim for the school. The headteacher oversees this aspect of the school's work and is persistent in her approach with parents. Newsletters always contain information about the class with the highest attendance, and there are stern warnings given about the consequences of lateness. Procedures for monitoring and improving attendance are good. A comprehensive system of rewards was introduced at the start of the academic year. There are certificates for good attendance and individual systems for those pupils whose attendance is not as good as it should be. Unauthorised absences are followed up carefully and personal contact made with families where there are concerns. The school makes good use of the support of its education welfare officer.
42. The school reviewed its Code of Conduct recently and has devised a high quality, successful system for encouraging good behaviour. Staff help to create a happy atmosphere which promotes good behaviour and self-discipline. Arrangements for monitoring and reducing instances of inappropriate behaviour are well established. The headteacher keeps records of those pupils who lose their 'smiley faces' and prides herself on knowing how well each pupil is behaving. For example, reference was made in one assembly to an unnamed pupil who had not heeded the previous day's messages about being a 'team player'. Any incidents of unsatisfactory behaviour are managed well by the school and there is a clearly set out system of rewards and sanctions. There is a good deal of liaison between school and parents over any kind of pupils' behaviour that falls short of expectations. The headteacher takes a firm stance on any kind of oppressive behaviour, although this rarely happens. Pupils confirmed there is very little bullying, but staff sort it out for them, when needs be.
43. Since its recent reorganisation, the school has worked hard as a team to put good procedures in place to check on pupils' academic progress in English and mathematics. Procedures are satisfactory in science and information and communication technology. As yet, there are no formal procedures in other subjects. The school is addressing this issue, as identified in the school improvement plan. Assessment is used well in English and mathematics, and satisfactorily in science and information and communication technology. In these subjects, teachers use results from national and other tests to track progress in half-termly blocks and to set effective targets each half term, particularly in English and mathematics. These targets are closely tracked and are passed on to the next teacher. The targets are all accurately matched to National Curriculum levels so that all staff know exactly what progress their pupils are making. Staff compare the progress and performance in English and mathematics, particularly of boys, girls and pupils with special

educational needs, looking for any differences between these groups. Teachers use this data in their future planning in order to raise standards further.

44. Assessment of pupils' progress in other subjects of the curriculum has not yet been formalised. This is because the co-ordinators and teachers have not been in post long enough to set up systems that would provide them with an accurate picture of pupils' attainment and progress. All teachers keep careful, informal records and know their pupils and their achievements well. However, there is still a need for further development, for instance in using this information consistently to ensure that planning matches the needs of all individuals and groups in a class. A more formal approach is now being introduced in art and design, and design and technology, where the co-ordinator has begun a portfolio of selections of pupils' work. Each piece of work is accurately matched to National Curriculum levels and is clearly presented to illustrate pupils' progress within different levels of ability.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. Parents have a very positive view of the school. In particular, they hold the headteacher in high regard and affection. In the short time the school has been opened, staff have worked hard to successfully build very good relationships between home and school.
46. The majority of parents returned their Ofsted questionnaires, indicating good levels of interest in and support for the school. All but two areas elicited positive replies. Parents at the Ofsted meeting with Inspectors were equally fulsome in their praise. Interestingly, there were many more positive responses than is often seen, and everyone who replied agreed that they feel comfortable to approach the school with questions or problems. Other areas that parents are very positive about include:
- the very good leadership and management;
 - the high expectations staff have for their children;
 - the good quality of teaching.
- Inspectors agree with all of these.
47. Some parents had concerns about arrangements for homework and the extent of activities organised outside lessons (known as extra-curricular activities). Inspectors do not support these concerns. There is a very good range of extra-curricular activities taking place, both after school and at lunchtimes. These include many musical activities such as choir and orchestra, sport, computers, French and art clubs.
48. Arrangements for homework are satisfactory and are similar to those seen in many primary schools. The school has only recently revised its homework policy, since the Ofsted questionnaire went out. The aim is to help ensure more consistency between classes. The headteacher urges parents to contact her if they feel their children are not getting enough homework or getting too much.
49. The quality and quantity of information provided for parents is very good. The school works hard to generate a strong sense of loyalty, involvement and confidence in parents. They try to work closely with parents on curriculum matters. Curriculum newsletters are sent out detailing the work pupils are doing and the school often hosts open mornings when parents can come in and see for themselves what is going on. Recent examples include the occasions when almost 100 parents came to look around the mobile Life Education centre which visited school and the well attended evening held to discuss the schools' new sex and relationships programme. Good quality, friendly and informative newsletters from the headteacher have been instrumental in helping parents to feel they are very much part of a school family. This has been especially important because children initially came from ten different schools when Abbey first opened.

50. Annual written reports about pupils' progress are of good quality. They are well presented and give clear statements on how pupils are progressing. They are good at focusing on areas where pupils do well, as well as weaker areas, for example suggesting, 'He needs to develop speed and accuracy as his quick pace of work is leading to errors'.
51. Staff involve parents in understanding their children's writing targets and provide them with a leaflet detailing ways they can help their children to improve. Reading diaries are well used by staff and some parents. Good quality comments are often written in them to guide parents in helping their children, such as one where staff asked the parent to focus on learning specific words and the parent replied, delighted with the resultant success. Strategies such as these are making a significant difference to pupils' education.
52. The hardworking Friends' Association makes a positive contribution to school life, by organising major events such as Christmas and summer 'Fayres'. They raise a good amount of money, enabling purchases of equipment the school would otherwise be unable to afford.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The quality of leadership and management is very good. The headteacher is an inspirational leader who has managed the staff and development of the new school very well, for the benefit of all pupils. This high quality leadership gives a very clear focus to the school's work and its ability to improve further. Following the set-up of the new school in September 2001, the inspiration and motivation of staff has been a top priority for the leadership of the school, with the result that the staff as a whole now work very closely as a team after several changes to staffing. Responsibilities are quite clearly delegated to management staff. The senior management team works very hard in close partnership with the headteacher to set high expectations for the work of pupils and staff alike. Teachers and support staff work very well together as a co-ordinated team to ensure pupils achieve their best. This is particularly so in the provision for pupils with special educational needs. The highest priority is given to school improvement and the raising of standards is very clearly reflected in the aims of the school. The focus of these aims is clearly sighted on achievement but with equal emphasis being placed on developing an atmosphere of caring and sharing. These explicit aims and values are very fully reflected in the work of the school.
54. Procedures for monitoring the work of the school are good overall. The headteacher and senior staff play a very significant role in monitoring the work of the school. Findings are used to influence planning for school improvement and the further raising of pupil standards. This has been particularly so in the monitoring of teaching and learning where the quality of teaching is monitored and evaluated regularly. For instance, there has been a specific focus on monitoring teaching strategies and learning styles. The results of these observations have been incorporated within the plan for in-service work and future training. As a result of these good procedures for critical self-review the school's priorities for development are extremely well suited to the needs of the staff and pupils alike. For instance, the actions taken to meet the school's targets and establishment of a new school have been extremely effective. Notable achievements have been the implementation of a structured curriculum, the reorganisation of the building and the development of very positive relationships around the school. All of these features have been implemented in a very short space of time.
55. Governors are effective in supporting the work of the school and fully committed to supporting the work of staff. The governing body completely meets its statutory responsibilities. Monitoring school improvement is high on the governors' list of priorities. Arrangements have recently been put in place to pair each governor with a subject co-

ordinator. This initiative is providing each governor with a greater understanding of what the school is doing well and what needs to be further improved. In addition, this greater level of understanding and involvement is enabling the governing body to be more fully involved in shaping the strategic direction of the school. There is an excellent relationship between the headteacher and the governors. Governors are very effectively using the opportunity of setting targets for the headteacher to raise pupil achievement in the school further.

56. The strategic use of resources, grants and other funding to further pupil standards is good. Educational priorities are supported through the school's good financial planning. The efficiency and effectiveness of the financial administration systems are good and all the issues raised in the most recent auditor's report have been addressed. The very efficient financial officer keeps the headteacher, staff and governing body very well informed of the school's financial position through detailed and comprehensive reports. The school makes good use of new technology to support administration and pupils' learning and specific grants are used effectively for their designated purpose to improve the quality of learning.
57. The management of special educational needs at this school is very effective and it complies with the new Code of Practice. The governing body places the support of pupils with special educational needs as a high priority. The special educational needs governor and the co-ordinator meet very often and very effective formal procedures exist for reporting about special educational needs provision to the full governing body. The governing body regularly monitors spending on pupils with special educational needs.
58. The principles of best value are firmly understood and used well in this school. Staff identify and justify their use of resources well and have a good level of understanding of priorities for spending within their subjects. A good start has been made in developing effective procedures for consulting the parents and carers of pupils at the school. For instance, they have had the opportunity to return to the school a questionnaire about several aspects of school life. As a result of this survey, several modifications have been made to the way the school communicates with parents.
59. There is a good number of experienced teachers and well qualified support staff, who prepare and teach a wide range of learning experiences for the benefit of all pupils. Everyone is very aware of his or her roles and responsibilities, and there are clear job descriptions detailing these. Procedures for appraisal and performance management are good and performance targets are used to improve the skills of individual staff. There has been much focused training for teaching and support staff since the school opened, which has helped improve the quality of learning, primarily in literacy, numeracy and information and communication technology. Administrative and caretaking staff carry out their roles efficiently and help ensure the smooth running of the school on a daily basis. There are good arrangements to cover and support staff absences because the school engages the services of a skilled supply teacher who knows the children well.
60. The accommodation is now good quality, following a period of major refurbishment and building work, which caused severe disruption when the school first opened. The accommodation includes a dedicated art room, a new information and communication technology suite and sits on an attractive site with good sized playing fields. The quality of displays is stunning, primarily because the school employs a dedicated display co-ordinator who is creative and artistically minded. As a result, the school is a vibrant and stimulating place in which to learn and work.
61. Overall, learning resources are good and sufficient to meet the needs of the curriculum. In some areas, such as music, information and communication technology, physical education, mathematics and the Foundation Stage, they are very good quality and, because this is a new school, many are quite recent purchases. The school makes good

use of visits to places of interest within the locality, for example Southwell Minster, which add interest and relevance to the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

62. To develop the effectiveness of the school further and continue to raise standards, the governors, headteacher and staff should:

- make better use of assessment information to plan for the next stages in pupils' learning in subjects other than English and mathematics by:
 - developing more effective assessment procedures in all other subjects;
 - using assessment information effectively to plan for the needs of pupils of all abilities in each class.

Paragraphs: 8, 21, 22, 28, 44, 90, 102, 128

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	54
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	1	16	24	13	0	0	0
Percentage	2	30	44	24	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents approximately 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)	318
Number of full-time pupils known to be eligible for free school meals	35

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	47

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	23
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	6.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	17	24	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	20	20	21
	Total	37	37	38
Percentage of pupils at NC level 2 or above	School	90 (n/a)	90 (n/a)	93 (n/a)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	17	17	17
	Girls	21	21	24
	Total	38	38	41
Percentage of pupils at NC level 2 or above	School	93 (n/a)	93 (n/a)	100 (n/a)
	National	85 (85)	89 (89)	89 (89)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	49	49	98

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	36	44
	Girls	44	43	46
	Total	83	79	90
Percentage of pupils at NC level 4 or above	School	85 (n/a)	81 (n/a)	92 (n/a)
	National	75 (75)	73(71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	35	35	38
	Girls	40	41	42
	Total	75	76	80
Percentage of pupils at NC level 4 or above	School	77 (n/a)	78 (n/a)	82 (n/a)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
278	11	0
0	0	0
1	0	0
1	0	0
0	0	0
0	0	0
5	0	0
0	0	0
0	0	0
0	0	0
3	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

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

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	13.4
Number of pupils per qualified teacher	25:1
Average class size	28

Education support staff: YR– Y6

Total number of education support staff	8
Total aggregate hours worked per week	151

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	5.5
Number of teachers appointed to the school during the last two years	4.5

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.4
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002-3
----------------	--------

	£
Total income	838,982
Total expenditure	814,753
Expenditure per pupil	2,226.10
Balance brought forward from previous year	24,229
Balance carried forward to next year	9,680

Results of the survey of parents and carers

Questionnaire return rate 31%

Number of questionnaires sent out	340
Number of questionnaires returned	104

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	68	28	3	1	0
My child is making good progress in school.	70	28	2	0	0
Behaviour in the school is good.	57	37	5	1	0
My child gets the right amount of work to do at home.	42	38	16	3	1
The teaching is good.	81	17	2	0	0
I am kept well informed about how my child is getting on.	65	29	5	1	0
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	82	17	1	0	0
The school works closely with parents.	68	28	4	0	0
The school is well led and managed.	79	20	1	0	0
The school is helping my child become mature and responsible.	68	26	6	0	0
The school provides an interesting range of activities outside lessons.	58	28	8	4	2

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

63. The attainment of children on entry to the school is below average overall. Children are admitted to school at the beginning of the term of their fifth birthday. The youngest of these have considerably less experience of the Foundation Stage curriculum because they do not attend full time until the following summer term. Good teaching in both classes ensures that all children get a good start to their schooling. The stimulating range of activities enables all children, including those needing extra help, to make good progress in the reception classes. The overall standards by the time children begin the National Curriculum in Year 1 are around those expected for their age. Most children reach most of the goals set for them in each of the areas of learning, except some of the youngest children. Some children exceed the goals, particularly in their personal, social and emotional development and their reading and writing.
64. Since the school first opened, teachers have made significant changes and improvements for children in the reception classes. Planning in the two classes has been harmonised to provide a good curriculum that meets children's needs in all areas of learning. Current provision for physical development is restricted by the limitations of the outdoor space, although the school has clear plans to improve it. The procedures for checking what children can and cannot do in their learning are good, so that teachers have a wide range of valuable information about their children. They use this both formally and informally to ensure that children of all abilities and levels of experience have appropriate opportunities to make good progress overall.

Personal, social and emotional development

65. The children make good progress in developing confidence, independence and social skills because the teaching in this area of learning is good. Many children exceed the expectations for their age by the end of the reception year. Teachers' very effective routines, clear expectations of behaviour and very good relationships create a calm working atmosphere. All adults provide good examples for children to follow in their own effective teamwork and the way they praise and encourage children. As a result, children behave very well. Older children, in particular, show good levels of concentration, whether working independently or with the adults. Even the youngest children who have had limited experience of full time school settle quickly and pay good attention. Children in both classes play happily and co-operatively together, often listening carefully when others are speaking to them. For example, the 'receptionist' in the vet's surgery explained carefully on the telephone to another child how to get to the surgery and where to go. Two children playing with a toy train set discussed what they would make and then helped each other to fit the pieces together to create an interesting track layout.

Communication, language and literacy

66. The teaching in this area of learning is good and children make effective progress. Many children come into school with limited language skills. The good attention to developing communication skills in both classrooms ensures that most attain the goals for their age by the time they start in Year 1. Some children reach good standards and are very well equipped for the National Curriculum. When talking, some children are articulate and interesting speakers, expressing themselves clearly. In many discussions, however, children speak briefly, sometimes restricting themselves to single words and gestures. Teachers provide good opportunities for talking, for example as children play with each

other in the imaginative role-playing areas. However, there is sometimes only limited adult support and questioning to extend children's language.

67. There are very good partnerships with parents who help children to practise their reading at home. The shared comments in reading diaries give a considerable boost to the good progress children make in reading. Both teachers transmit a lively enthusiasm in their story telling and well-managed literacy sessions that encourages children to want to read for themselves. These sessions make good use of aspects of the National Literacy Strategy, suitably amended to suit the needs of younger children. For instance, good supervision and carefully targeted questions held young children's attention well when a group were reading 'Mrs Wishy Washy' together. Good attention to learning letter sounds and using pictures as clues helps these children to gain confidence with letters and sounds. Older children can sequence the story and recall much of the language and its structure. They make good attempts at reading the text. Some more able older children are well launched into reading and begin to read with intonation and expression, although they are less confident at recalling aspects of the books and answering questions. Both classrooms provide good opportunities for children to act as writers, with a range of paper, pens and pencils set out for children to use. Captions, letters and words displayed prominently provide a good stimulus for writing, so that most children write their own names and a few words independently. Past work shows rapid progress in writing, carefully evaluated and noted, contributing further to children's development.

Mathematical development

68. Teaching in this area of learning is good and children make good progress, so that most achieve the goals set for them by the time they begin Year 1. Teaching is aided by good quality assessment that clearly relates to children's progress towards the learning goals for those beginning the National Curriculum. Clear instructions mean that children know what to do and quickly settle to their activities, promoting effective learning. Children enjoy mathematical lessons because teachers find interesting ways of developing their skills through practical activities. Good use is made of games that reinforce new learning, so that children confidently count and identify numbers. Younger children count together at registration time and some recognise that today's total of 12 is the same as yesterday's. Older children count securely into higher numbers, although they are less confident when counting backwards. The higher attaining children know 'one more than' and begin to tackle addition sums. Teachers give mathematical challenges to children in other activities, such as creating rectangular patterns from the large building blocks. Good support enables children with special educational needs to make good progress.

Knowledge and understanding of the world

69. Good teaching enables children to make effective strides in their knowledge and understanding of the world and they clearly reach the goals set for their age. The planning for this aspect is good and children have a wide range of stimulating opportunities to look, think and learn. Children showed intense interest and excitement as they searched for and captured, with good adult support, 'minibeasts' in the school grounds. Their amazement was tangible as they looked at magnified images of their insects through the microscope connected to the computer. They quickly became absorbed in drawing these, using printouts of the images, often identifying small features, such as the faint stripes on a beetle's back. They share their understanding of aspects of the creatures, such as the numbers of legs and the way a snail's antennae emerge from its head. Teachers and the other adults in both classes provide good support because they are well briefed and organised. Children competently manipulate scissors, sticky tape, glues and other materials and this makes a good contribution to their physical development.

Physical development

70. Although the classes have a secure outside area, the equipment and facilities available are limited and this restricts the challenge to children. However, the range of activities available grew during the inspection and the school has good plans for full development of the area. Teachers use other school accommodation, including the hall and school grounds, to offer physical activities. Satisfactory teaching overall means that many children attain the goals set for them in their physical development by the time they begin Year 1. Children learn to throw and catch a ball, taking part in simple games and activities. Some activities develop children's physical skills well within the context of their other learning and stimulate their imagination. For example, adults challenged children to crawl and scurry about as 'minibeasts'. The children moved in and over equipment to portray creatures they had studied, such as ants, snails and caterpillars. These activities also contributed to children's language development.

Creative development

71. Most children reach the goals set for them in their creative development because the teaching is satisfactory overall. There is a very good emphasis on role-play and teachers provide a good range of interesting activities that spark children's imaginative play. For example, in the 'vet's surgery', children developed their own storylines, dealing with customers and acting out other roles. The imaginative response of children is often high and they enjoy role-play. 'Can I be a minibeast?', asked one young child, 'I haven't been one for a while'. The younger children enjoyed using masks and simple props to play people and animals, and re-tell the story of 'Mrs Wishy Washy'. Children produce some good observational drawings and teachers encourage them to develop their skills with simple materials such as paint, crayon and paper. However, some creative activities are a little limited and do not give children full opportunities to develop their creative responses. Some activities use templates rather than giving children opportunities to create their own shapes and forms. For example, younger children looked at Matisse's painting of 'The Snail' and made their own versions, tearing coloured paper as the artist had originally. Although the adult referred to the abstract spiral shape, the children's paper already had the outline of a snail, encouraging a more literal response. Rhymes and simple songs are included in parts of the normal lessons and children have a detailed music lesson weekly from a specialist teacher.

ENGLISH

72. Standards are above those expected of seven and eleven olds. This is an improvement on the average results of the National Curriculum tests for seven year olds in 2002. The above average standards for eleven year olds have been maintained. This is because the headteacher and all staff are determined to improve standards, have a shared commitment and a very good capacity to succeed. Since the recent reorganisation of the school, the staff have worked hard to put new assessment systems in place. They use these very effectively to track pupils' attainment and progress as they move through the school. For example, monitoring the quality of pupils' written work has been identified as an area for improvement in order to raise standards further. Effective systems are now in place to improve the quality of pupils' writing and this is already having a positive effect on standards. The recently appointed co-ordinator has already settled well into her role and has a clear view of the strengths of the curriculum. Already, she has monitored the quality of teaching and teachers' planning to ensure that there is consistency throughout the school.
73. There is a high emphasis on personal development throughout the school and teachers provide valuable opportunities for pupils to develop their speaking and listening skills. This

is a strength of the school. For example, at the end of each lesson, pupils have the opportunity to reflect confidently on their work. This is having a significant impact on their progress. Pupils with special educational needs make very good progress towards their individual targets. This is because trained teaching assistants work very closely with class teachers. Together, they plan challenging tasks to match their pupils' individual needs and support them very effectively. The small reading library has good resources for teaching reading. The school library is being refurbished and replenished with additional reading books and laptop computers to further develop pupils' reading and library skills. The National Literacy Strategy is well in place and pupils have many opportunities to use their literacy skills in other subjects, such as science and history.

74. By the end of Year 2, standards in speaking and listening are above the expected level because all teachers provide regular opportunities for pupils to listen very carefully to each other and to take turns amicably. Pupils are sufficiently confident to think through their responses because teachers give them time to put their thoughts into words. Years 1 and 2 pupils speak very clearly when they present their ideas. For example, they explain confidently the difference between an author and illustrator. They offer a wide selection of books that they have recently read. They enjoy predicting hidden sentences in their shared story. When they are correct, they are delighted, consider the task to be 'fun' and enjoy their lesson. The very good teaching and relationships in Year 2 encourage pupils to express their thoughts succinctly. For example, one pupil exclaimed, when asked what made him smile, *'That dragon should be breathing fire!'* and another, *'I'm not sure how the giant became that size!'* This has a positive impact on their personal and social development.
75. By the end of Year 6, standards in speaking and listening are well above the expected level because teachers provide rich opportunities for their pupils to share ideas and opinions. Years 3 and 4 pupils respond positively to their teachers' skilful questioning. There are regular opportunities to share ideas informally with partners before they discuss these with the whole class. They are eager to participate because their lessons are interesting, and they listen very carefully. For example, one pupil referred to a particular aspect of the text to illustrate his understanding of the story and his knowledge of the appropriate use of adjectives - *'The main character is very persuasive'*. In another lesson, pupils were spellbound by the teacher's expressive interpretation of the story. The creative teaching and very good relationships in these classes provide effective interaction and inspire pupils to extend their learning. Year 5 pupils listen with deep concentration. They read together with enthusiasm and clear interpretation of the plot. They are sufficiently mature to counter arguments when they share their opinions and confidently tailor their answers as they persuade their friends to see their point of view. This is because their teachers have high expectations for them to succeed. They provide stimulating opportunities for all their pupils to develop their speaking and listening skills. By the end of Year 6, pupils are articulate and talk very confidently in a wide range of contexts. All involve themselves wholeheartedly in discussion. For example, one pupil with special educational needs knew the meaning of *'perilous'* and was sufficiently confident to ask the meaning of *'nomadic'*. While they offered their views about planning a story of a quest, one pupil remarked, *'The quest is necessary to defeat an evil king who has enslaved them'*.
76. By the end of Year 2 and Year 6, standards in reading are above the expected level and all pupils make good progress. Pupils with special educational needs and those for whom English is an additional language make very good progress because of the challenging tasks and very valuable support offered by teaching assistants. All pupils are interested in reading and regular homework is established to support this. In Year 1, pupils are confident readers and tackle unfamiliar words by self-correcting because they have a good grasp of letter sounds. Year 2 pupils all enjoy reading, confidently tackle new words and are keen to discuss their stories. For example, *'The elephant may be hungry so he will eat*

a banana'. A more able pupil recalled his story with assurance, by beginning thoughtfully, 'What's happening is...'. They read with good expression because the teachers reinforce this in whole-class reading. More able pupils read independently and recognise words such as 'enormous', 'brilliant' and 'clutched'. They have a clear understanding of non-fiction texts.

77. In Years 3 and 4, pupils build on their previous learning and begin to use strategies to predict what happens next. They read competently and confidently, and recall the story with ease because they have regular opportunities to read in class. In one lesson, pupils accurately expressed their opinions about the plot and characters in their books because the teacher provided open-ended questions such as, 'What did it say at the start of the book?' This prompted them to refer to the text to justify their responses. Some pupils are able to name their preferred authors and give their reasons for their preference. One more able Year 4 pupil observed, 'This is different because the others I have read were in the first person and this is in the third person'. More able Year 5 pupils understand the Dewey system to locate a library book. Average pupils enjoy reading books such as 'Lord of the Rings' and can make valid comparisons with the film. They predict what will happen next by referring to particular sections. They benefit from regular reading sessions, when they are involved in finding evidence from texts to support their ideas about characters in a story. By the end of Year 6, most pupils are very confident readers of a wide variety of material. More able pupils are very articulate. They scan determinedly for essential points to explain the plot and are adept at finding information from different sources. Teachers encourage pupils to 'read between the lines' of stories to help them understand characters and their feelings by asking questions such as, 'How do you think that person was feeling?' The end of literacy lessons are used effectively to encourage pupils to identify what they have learned and to encourage them to think about what they need to learn next. All teachers maintain high quality records of their pupils' progress. They use these regularly to communicate progress to parents in their home-school diaries.
78. By the end of Year 2 and Year 6, standards in writing are above the expected level because teachers plan their lessons well and pupils know exactly what to do. They make good progress because they are very well behaved and have very positive attitudes to their work. In Years 1 and 2, pupils learn to write simple, correctly punctuated sentences. They usually spell common words correctly and make good attempts at more difficult words because they are taught common spelling patterns. They practise their writing skills regularly. For example, the Year 1 teacher provided the start, 'I wish ...' and all added their own endings such as, 'I wish for a guitar'. Teaching assistants use information and communication technology very ably to support those pupils with special educational needs who have difficulty with spelling. For example, they scribe sentences for them so that they achieve success. With great pride, they share their finished, printed work with the rest of the class. As a result, they enjoy their lessons and make very good progress. Pupils have exciting opportunities to use themes such as good and evil, wise and foolish and develop these skills in writing, for example, their own version of well-known tales such as 'Knights of the Round Table'. Their enjoyment of writing is evident in, for example, their poems, advertisements for a school caretaker and persuasive letters to Father Christmas. Other areas of the curriculum, such as history and science, provide pupils with further opportunities to use and extend their basic skills of writing. Their handwriting is neatly presented and consistent in size because they have regular handwriting practice.
79. In Years 3 and 4, pupils continue to practise their handwriting skills so that their writing is more fluent and legible. They take great pride in their work and they learn to write for a variety of audiences in a lively and thoughtful manner. For example, they employ a formal style for items such as letters and produce pieces of confident writing as they set the scene, 'Tim was astonished' and 'What he did not know was...'. There is clear evidence of pupils' ability to sustain the reader's interest. Year 5 pupils adopt the appropriate form for different styles of writing, for example reviews of poems when they discuss rhyme and atmosphere,

instructions for cleaning teeth and entries in diaries. Their creative writing contains strong images. *'Holding her breath, she rang the bell. After what seemed like an endless amount of time, the door opened.'* By the end of Year 6, pupils use paragraphs, spell and punctuate accurately, and produce work of a very good quality. They have exciting opportunities to write in a variety of various forms, including poetry, posters and other examples of factual and descriptive writing. The success of this teaching is evident in the quality and range of their writing. Pupils write with confidence and imagination because their teachers ensure that they know exactly what they have to do and how this links to what they have covered previously. These rich experiences have a strong impact on pupils' learning. The school has adopted and implemented very good behavioural management strategies so that all pupils behave very well in lessons, and this has a strong impact on their personal, social and moral development.

MATHEMATICS

80. Standards of attainment are above those expected of pupils by the ages of seven and eleven. Results in the 2002 national tests were in line with the national average at eleven but above average at seven. When compared with schools in a similar context, the school's results were average at eleven.
81. Current teacher assessments indicate that the good proportions of pupils achieving or exceeding the expected levels in national tests are being maintained. Since opening, the school has made good progress in developing exciting and interesting activities for pupils throughout the school. Good attention has been paid to the national guidance for developing numeracy and teachers have had very good training opportunities. As a result, all groups of pupils are making good progress, particularly in developing their number skills. Good use is made of these skills in other areas of the curriculum. For example, in science and geography pupils use their knowledge and understanding to record the results of experiments and calculate answers. Teachers use information and communication technology effectively to support pupils' mathematical learning. Year 2 pupils, for example, interpret the data shown in computer-generated graphs and older pupils make increasing use of databases and spreadsheets.
82. Infant pupils make good progress and are achieving well. Year 1 pupils are interested in all aspects of the subject and have increasing confidence when talking about mathematical problems. 'It's like you swap them round,' observed one boy when explaining that he could answer $6+4$ quickly because it is the same as $4+6$. They improve their understanding of place value when using larger numbers and begin to identify patterns, for example in a number square. By the age of seven, pupils use their knowledge of number to add and subtract with numbers up to and beyond 100. They begin to recognise and understand simple forms of multiplication and division, and know patterns such as odd and even. All groups correctly name the main two-dimensional and three-dimensional shapes and identify some of their properties. Most pupils can compare the length of objects by direct comparison and record simple data in the form of block graphs. Higher attaining pupils correctly identify lines of symmetry in shapes, solve problems using larger numbers and are confident with coins and change.
83. In the junior classes, teachers build effectively on pupils' earlier learning. In the Year 3/4 classes, clear distinction is made between pupils at different levels of attainment and those in the different year groups. This is reflected in the strongly diagnostic marking, particularly in the top and middle sets, where pupils' achievements and targets are clearly outlined to help to promote good progress. Pupils' past work shows that they develop their number skills well and that they are competent and confident in a wide range of number problems. This good progress continues in Years 5 and 6, and pupils increasingly use fractions, percentages and decimals in their calculations. Teachers' continued effective assessments ensure that pupils' weaknesses are identified and remedied. In a Year 5

lesson solving two-stage problems, for example, the teacher skilfully separated those pupils who quickly understood from those with concerns. The confident pupils were challenged to work independently while she carefully supported the others to help them gain more confidence. By the age of eleven, most pupils use all four rules of number securely in calculations using larger numbers, fractions, decimals and percentages. They collect data and draw appropriate graphs, interpreting what they have discovered. Higher attaining pupils use a wide range of sophisticated measures such as average, mode and median. Pupils with average and above average attainment begin to construct mathematical statements and formulae to calculate area and solve other problems.

84. Overall, teaching is good and this motivates and enthuses pupils to work hard. Teachers make very effective use of their very good relationships with pupils to capture their attention and to encourage them to learn. The school has successfully implemented the National Numeracy Strategy to ensure that most lessons have a good balance of mental calculating and written recording. Planning provides precise objectives that are usually shared with the pupils so that they are aware of what they need to learn. Teachers give good opportunities for all groups of pupils to consolidate and extend their basic skills and mathematical knowledge and understanding through direct teaching, individual and group activities. Mental mathematics sessions are carried out at a very brisk pace, promoting quick responses from all pupils. Teachers take great care to involve both boys and girls and match their questions accurately to the abilities of the pupils. This enables all pupils to learn well.
85. There are good systems to assess pupils' achievements and teachers use the resultant data in a systematic manner to plan lessons and activities. Some setting of pupils according to their capabilities allows teachers to focus clearly on the abilities of the pupils in their groups, although they also ensure that work is finely tailored to the particular needs of groups in their classes. Higher attaining pupils' work has sufficient challenge for them to extend their knowledge and understanding at a level of which they are capable. There is particularly effective use of assessment in the Year 6 booster group, paying close attention to what pupils need to learn. Marking tracks progress well, celebrating success but identifying through clear targets what pupils need to do to improve. As a result, pupils make great strides in their learning. Teachers make very effective use of other adults to improve pupils' learning. The staff are well briefed and aware of how to develop pupils' understanding. As a result, pupils with special educational needs are effectively supported and make progress similar to other groups.
86. The management of the subject is very good and this is having a strong impact on the standards achieved. The co-ordinator has audited and extended resources to ensure they make a good contribution to raising standards. Monitoring has been extensive and well focused on identifying what needs to be done to push progress further. As a result, the co-ordinator has a clear and precise view of how well pupils are doing and what they need to do next in order to improve. She supports other teachers well and initiates further developments. One recent development has been to emphasise the use of displays to raise the profile of mathematics. As a result, all classrooms and many corridors have lively and stimulating displays that interest and intrigue pupils, contributing further to their enthusiasm.

SCIENCE

87. Standards in science are above average. The 2002 assessment results for seven year olds indicate that all pupils attained or exceeded the nationally expected standard in science and that almost half of the pupils exceeded national expectations. These results were well above those in schools nationally or in similar schools. In the same year, a proportion of eleven year olds similar to that in schools nationally (90 per cent plus) achieved the expected standard, but the proportion of pupils exceeding national expectations was above the national average and above the average for similar schools. This picture of good standards of attainment is largely consistent with inspection evidence.
88. Most pupils have made good progress during their time in the school. The great majority of pupils in Year 2 and Year 6 are on course to attain the nationally expected standard for their age, with between a third and a half of all pupils likely to achieve above average standards by the end of the school year. However, the 2003 results are likely to differ somewhat from those of 2002. This is because the 2003 test group has far fewer pupils and the statistical impact of a small number of pupils with special educational needs is likely to be greater. These pupils have also made good progress in relation to the difficulties that they face, but are unlikely to attain the nationally expected standard.
89. Pupils make good gains in the skills of scientific investigation. Pupils in Years 1 and 2 respond well to suggestions about how to find things out. They make observations of objects, events and living things, noticing similarities and differences. Pupils make repeated observations and use measuring instruments to make their observations more accurate and reliable, for example to compare a person's height with their shoe size. In Years 3 to 6, pupils record their findings independently, with older and higher attaining pupils producing a good standard of writing and carefully drawn graphs and charts as part of their work in science. This is a consistent strength of work in science that also contributes to pupils' developing literacy and numeracy skills. Pupils gain and apply these skills through a range of well-conceived practical first-hand experiences, such as planting seeds, heating and cooling different materials, testing the strength of different materials and investigating the links between forces and motion, and in doing so learn to plan investigations that are fair. These experiences bring science to life and help pupils to gain a more secure grasp of the underlying principles.
90. It was not possible to observe science lessons in Years 1 and 2, but the quality of teaching in Years 3 to 6 is good overall, and at times very good. Teaching is effective and pupils learn well because:
- planning for science places a good emphasis on developing pupils' investigative and experimental skills;
 - most teachers use their subject knowledge effectively. Their explanations are clear and accurate and they use scientific terms well;
 - teachers manage their pupils very effectively, so that they behave well and apply themselves to their work. For example, pupils in Years 3 and 4 were very excited by the chance to investigate the properties of different magnets and to devise their own tests to compare the relative strength of different magnets. However, the teachers successfully channelled pupils' excitement into well-focused observations and comments that improved the quality of their learning;
 - teachers value pupils' ideas and suggestions, whether or not they are scientifically accurate. This builds pupils' confidence and adds to the progress that they make;
 - teachers have high expectations of pupils' capacity to cope with challenging tasks. For example, in a Year 5 lesson on reproduction in flowering plants, pupils were 'pushing at the boundaries of their understanding' and so most made good progress during the lesson;

- there is very good teamwork between teachers and classroom assistants. This ensures that all pupils get the attention and support that they need and is a key factor in the very good progress of pupils with special educational needs. This was a key factor in a very successful lesson in one of the Year 3/4 classes.
91. There are, however, weaknesses in some of the school's current arrangements for including all pupils. Teachers make frequent assessments, both of pupils' knowledge and understanding of scientific phenomena and of the skills that pupils have acquired. However, pupils' completed work indicates that teachers are not yet making enough use of assessment information to plan for pupils of differing abilities in the class. Whilst work is usually set at a sufficiently challenging level to allow average and higher attaining pupils to attain or exceed national expectations, lower attaining pupils struggle and the record of their work is often incomplete. The exception to this unsatisfactory state of affairs is the work undertaken in 'booster' classes. In these lessons, well-focused assessments and short-term targets help pupils to make rapid progress, but this degree of precision in teachers' planning for science is not evident in work throughout the year.
92. In the two years since the school was established, the co-ordinator for science has done a good job in leading the development of the subject. During this time she has:
- introduced schemes of work based on the latest national guidelines;
 - 'fine-tuned' and improved the two-year planning cycle to ensure that pupils' learning builds more progressively;
 - led the drive to improve the teaching of investigative skills;
 - introduced assessment procedures based on the evaluation of pupils' skills and led whole school training in their use;
 - undertaken a thorough audit of the school's resources and prepared a detailed plan for improving them.
- Work such as this greatly improves the quality of learning and has been a contributory factor in pupils' good progress to Year 6. It has also helped to keep standards in science steady in the face of declining attainment on entry. However, as yet, the co-ordinator has not had the opportunity to put in place systematic arrangements for monitoring standards and quality in her subject, but plans to do so.

ART AND DESIGN

93. Standards of Year 2 and Year 6 pupils are above the levels expected. All pupils make good progress because the quality of teaching is good overall. Teachers provide an exciting range of activities, which their pupils thoroughly enjoy. Pupils with special educational needs make very good progress because teaching assistants provide valuable support so that these pupils achieve their full potential within the targets set for them. The co-ordinator is very knowledgeable about the subject because she has made a careful audit of the strengths and areas for development. For example, she has monitored all teachers' plans to ensure that pupils are taught the skills they need to build upon those they have already learned. Teachers assess their pupils' work informally at the end of each topic because there are no formal procedures in place yet. However, the co-ordinator has made a good start in creating a portfolio of examples of pupils' levelled work for teachers to use as a guide to assessing pupils' standards. The school takes great pride in displaying its pupils' achievements in art and design. Every wall in the school is alive with an abundance of vibrant and imaginatively displayed work. This clearly indicates pupils' development of skills and illustrates the richness and breadth of the curriculum. It clearly reflects the aims of the school, '*A caring, sharing, achieving school*'. These displays are carefully prepared with the support of the display assistant and highlight the importance that teachers place on developing their pupils' self-esteem and worth.

94. Pupils in Year 1 and Year 2 explore colour, pattern, texture, line and tone, combining and organising them for different purposes. For example, they create symmetrical patterns by cutting shapes along a folded line. Their self-portraits, clutching balloons with wavy lines to indicate movement, indicate their understanding of proportion and the difference between still and moving objects. They create well-proportioned three-dimensional models of, for example, spiders or tortoises. They develop their cutting skills well. This is because their teachers provide good support to pupils, particularly as they remove sections for eyes, taking great care to cut along the lines. In Year 2, pupils confidently use a variety of resources to develop their skills. For example, their paintings of falling leaves in autumn are sensitively represented by delicate drops of coloured paint falling from the strong, bare branches of a tree. Their close observation of vases of flowers shows a fine sense of proportion, with a focus on the contrast between straight stems and the curve of flower petals. Teachers have high expectations for all their pupils to do their best. They ensure that all pupils clearly understand what they have to do because they provide them with valuable opportunities to talk about their tasks. Pupils work collaboratively or by themselves, with enthusiasm, and are proud of what they do. These experiences further develop their personal, social and speaking and listening skills
95. In Year 3 and Year 4, all pupils build well on the knowledge and skills acquired earlier because their teachers have very good subject knowledge and plan well for their lessons. Their sketchbooks provide evidence of a wide range of experiences, which illustrate good progress over time. They create designs in the style of, for example, Andy Warhol and Winifred Nicholson. They illustrate their understanding of foreground, middle and background in their sketches of the school building. Their paintings of vases of colourful flowers, superimposed on landscapes of unusual shades, illustrate their understanding of perspective. Teachers provide their pupils with regular opportunities to record their observations, using resources such as snapshots, photographs and a digital camera. Their interpretations are translated into colourful print designs. They make good use of their literacy skills. For example, one pupil described his task, *'The man in the moon saw the bright blue balloon'*. His print design of shades of blue on a contrasting colour clearly reflected the images of the sentence. In Years 5 and 6, there is clear evidence of pupils' rich and varied experiences. They understand the roles and purpose of artists of different periods and cultures, such as Picasso, Matisse and O'Keefe, because teaching is very good. Pupils make thoughtful evaluations of these artists' styles. For example, *'I don't like this painting (Toledo) because it is dark and the colours are sad'*. They work maturely because they have regular opportunities to ask questions before they begin their tasks. They refer to previous work in their sketchbooks and give much consideration to modification and amendment of their work. As a result, pupils make good progress and achieve very pleasing results of which they are very proud. They employ a range of approaches in order to convey their ideas and feelings in different styles of art. For example, there is clear evidence of close observation of plants, cross-sections of fruit with their seeds depicted in minute detail and rubbings of a variety of objects to create different patterns. Teachers use computer programs to support study. For example, pupils have created very detailed repeating patterns based on the work of William Morris. There are visits to places of interest such as Stoke Bardolph water treatment works. Following a visit, one pupil has sensitively recorded his thoughts and images as a blue painting, with the caption beneath, *'Blue topaz water, light ocean sprays, erosion by the river'*. The subject makes a valuable contribution to pupils' personal, social and cultural development.

DESIGN AND TECHNOLOGY

96. Very little teaching could be observed during the week of the inspection. Judgements are based on the analysis of pupils' work, scrutiny of teachers' plans and the observation of some teaching in a class of Year 3 and Year 4 pupils. Standards are in line with national expectations for seven and eleven year olds. However, all pupils including those with special educational needs and the small number who speak English as an additional

language, are making good progress. This is particularly so in the processes of design, making and evaluation.

97. Analysis of work previously completed this year by the oldest junior pupils confirms that standards are in line with those expected nationally. All these pupils have designed and made an original cushion. Individual pupil folders contain detailed labelled drawings of the original designs. Many show that the designs have been modified to improve the potential quality of the finished product. All these pupils completed stitch samplers before making their own individual cushion. Evaluations of the finished products confirm that these important principles are now fully being established in the teachers' planning and organisation of lessons.
98. These techniques and processes were very effectively exemplified in a lesson for Year 3 and 4 pupils, to teach them skills in constructing mechanisms that can be included in a pop-up book. In this lesson, the teacher reviewed several common techniques used in commercial pop-up books for children. These ranged from sliders to windows and flaps. All the pupils became enthused about the topic to be studied, with their imagination clearly sparked. The teacher very effectively utilised this by teaching the pupils how to make a pivoted circle for inclusion in a book of their own, to be designed in a future lesson.
99. Scrutiny of pupils' portfolios in Year 2 confirms that pupils of this age pay good attention to detail and teachers ensure that good principles are followed in designing and making. This is fully demonstrated in the model houses and 'healthy' meals made by these pupils.
100. Leadership of the subject is satisfactory overall. The temporary co-ordinator has made a good start in organising resources and setting up a co-ordinator file. The monitoring of teaching and learning is, however, in its infancy. There are currently no arrangements for the assessment of pupils' overall progress and skill development as they move through the school. Teachers are therefore not always in a good position to plan effectively for the different age groups in mixed-age classes. The range and quality of resources are satisfactory and there are sufficient tools available for junior pupils to use when making models. A good emphasis on labelling designs and recording evaluations is making a good contribution to the development of pupils' literacy skills.

GEOGRAPHY

101. Pupils' completed work and other evidence gathered during the inspection indicates that standards at seven and eleven are in line with national expectations and that most pupils make satisfactory progress during their time in the school.
102. The following factors contribute to the sound progress that most pupils make:
 - pupils undertake a well-balanced two-year programme of work that covers all aspects of the National Curriculum in geography;
 - the teaching of the skills of geographical enquiry is systematic and thorough. Pupils have frequent opportunities to make and to interpret maps, to collect geographical data and to compare and contrast places in different locations;
 - teachers plan regular educational visits, for example to a water treatment plant or to a village in Derbyshire. Pupils carry out activities such as orienteering, both within the school grounds and as part of residential visits. These activities add to the quality of pupils' learning because they bring learning to life and give added purpose to their on-going work;
 - teachers plan regular opportunities for pupils to use their developing literacy, numeracy and information and communication technology skills as part of their work in geography. These opportunities, such as preparing 'Powerpoint' presentations about an educational visit or representing the results of a traffic survey graphically, not only

- improve the quality of pupils' work in geography, but also reinforce important skills in other subjects;
- pupils respond well to their work in geography. They thoroughly enjoy the 'hands on' nature of much of their work and bring their enthusiasm back into the classroom, where older pupils in particular produce thoughtful work, which they present with care and attention to detail.
103. Currently, there are no arrangements for the regular assessment of pupils' attainment and progress in geography. As a result, pupils who are at different levels of attainment often do the same work. Class teachers and classroom assistants provide the necessary help and support to ensure that lower attaining pupils and those with special educational needs are fully included and succeed alongside others in the class. However, tasks are seldom matched to the specific needs of the more able pupils. Whilst these pupils achieve the nationally expected standard by the time they leave the school, there is no indication in their completed work of higher standards, of which some are undoubtedly capable.
104. The co-ordinator for geography has done a satisfactory job in establishing the basic curriculum and leading staff to an understanding of the progression of skills that is now embedded in the school's planning. However, there remains much to do in the area of assessment and in the use of assessment data as an aid to planning for pupils of differing abilities. Due to other priorities, the school has not been able to provide enough time for the co-ordinator to monitor aspects of the subject systematically and this detracts from the co-ordinator's capacity to lead the development of the subject effectively.

HISTORY

105. The work in pupils' topic folders indicates that standards are in line with national expectations and that most pupils make satisfactory progress in history as they move through the school. However, timetable arrangements for the week of the inspection meant that it was not possible to inspect the teaching of history. There is therefore insufficient evidence to make overall judgements about the quality of teaching and learning or about pupils' response to their work in history.
106. Strengths of the subject evident from the scrutiny of pupils' work, displays and from talking with pupils are:
- teachers enhance pupils' experience by arranging striking special events, such as a visit to school by marauding Vikings!
 - there are worthwhile cross-curricular links, especially with literacy;
 - teachers' marking is constructive, because it tells pupils how they can do better and sets targets for improvement.
107. On the basis of the same limited evidence, areas for development in history are:
- teachers' focus on the development of skills is less consistent than it is, for example, in geography;
 - there are few tasks specifically planned to meet the needs of the more able pupils. Pupils capable of exceeding national expectations are not doing so;
 - due to other priorities the school has not been able to provide enough time for the co-ordinator to monitor aspects of the subject systematically, which detracts from the co-ordinator's capacity to lead the development of the subject effectively.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. Attainment is in line with that expected of pupils aged seven and eleven although good teaching is helping pupils to achieve well. Pupils with special educational needs are very effectively supported to make good progress. Since the opening of the school, rapid progress has been made in obtaining and making very good resources available to teachers and pupils. As a result, many aspects of pupils' skills are improving rapidly and standards are rising. Pupils are confident in their use of the computers and excited about the work and this is a positive strength. Throughout the school, pupils show confidence with equipment such as tape recorders and players.
109. Throughout the school, teachers plan lessons in the computer suite well. This is helped by their growing personal confidence with the computers and the school's effective structure for the subject. During the inspection, some teachers made good use of the data projector to enhance their own presentations and make work on the computer accessible to all pupils. Many lessons in the computer suite make good links with pupils' learning in other subjects. Year 1 pupils, for example, confidently log onto the computers and use a writing program to describe properties of their two-dimensional shapes. They show good independent skills and use the mouse with developing confidence and accuracy. By the end of Year 2, pupils are very confident with all aspects of logging on and off the network, saving and retrieving their files as necessary. They enter information accurately and display different types of graphs. Pupils type text in different forms and make simple changes to improve their work. They use an increasing range of tools in drawing programs to create effective artwork.
110. Teachers' use of the very good resources in the computer suite helps junior pupils to learn well. Year 3 and 4 pupils increased their skills with email messages, sending copies of files to the teacher and their friends. They responded well to the opportunities and worked together very well in carrying out their tasks and discussing what they had found. In other work, these pupils give clear instructions to achieve a desired outcome in programs such as LOGO. Year 5 and 6 pupils extend their understanding of making electronic presentations, combining text and pictures. Year 5 pupils show a good understanding of the path to take when locating a specific file. Most can confidently insert photographs into their slides, resizing them as appropriate. Year 6 pupils extended this work when they designed presentation pages to show the rhyme 'Ring a Ring of Roses' after their visit to the Plague village of Eyam. These pupils make clearer and more effective choices of backgrounds and fonts to improve their presentations. For example, some make effective use of choosing a red font on a black background to convey the macabre message of the nursery rhyme. Others introduce animation and sounds to enliven their work. By the end of Year 6, pupils confidently use a wide range of computer programs to organise, assemble and combine information to create their own work.
111. The main focus of pupils' information and communication technology work takes place in the suite. However, the school has installed an innovative system of laptops and wireless network connections to enable additional work to take place in classrooms. Some of this is of high quality, for example when Year 3/4 pupils enter data from their science experiments as they carry them out. Teachers are aware of the need to plan sufficient opportunities for pupils to practise and consolidate skills learned in the computer suite. To this end, co-ordinators of other subjects are increasingly identifying opportunities to enhance learning in their subjects through application of information and communication skills.
112. The co-ordinator has very good personal knowledge and skills in the subject. She manages the subject very well and has been able to lead or organise a wealth of good training for staff. This, and the clear structure for planning, has contributed to the good quality of teaching in the computer suite. Her monitoring and support of teachers' work

contributes to their confidence and improving skills. Teachers monitor pupils' work regularly and a structured assessment system is being developed and introduced but is not yet fully in place.

MUSIC

113. By the end of Years 2 and 6, standards in music are broadly in line with national expectations for seven and eleven year olds, although the standard of singing is good for pupils of this age. Most pupils are making satisfactory progress.
114. The teaching of music is effective because:
- pupils benefit from being taught by a specialist teacher of music. Her knowledge and understanding of the subject are of a high order and this enables her to teach all elements of the music curriculum confidently;
 - the school caters for the needs of musically able pupils and for those who enjoy music by providing a wealth of activities that extend the basic curriculum. These include:
 - opportunities to take up instruments, such as the violin, and to receive tuition from peripatetic specialists;
 - club activities covering orchestra, choir, recorders and keyboard;
 - frequent chances to perform for an audience, which include special assemblies, concerts for parents or for local old folks and annual musical productions, such as 'Gel' and 'Bugsy Malone';
 - the school has a special room dedicated to the teaching of music. This facility means that instruments and other resources are always to hand and this allows the teacher to make good use of the available time in most lessons.
115. By the time pupils leave the school, most sing well. They sing very tunefully and show considerable sensitivity to both music and words. This was very apparent when pupils sang the school prayer beautifully at the end of an act of corporate worship. They know some of the relationships between sounds, for example knowing the make-up of different chords and playing them as an accompaniment to a piece of music from Bugsy Malone. They talk about the structure of music using their understanding of concepts such as beat, rhythm, pitch and phrasing, and an appropriate musical vocabulary for their age.
116. In the lessons inspected, all pupils undertook the same activities. At times, these were quite challenging but lower attaining pupils were never excluded. However, since there were no classroom assistants in the lessons inspected, lower attaining pupils usually had to 'do the best that they could'. The teacher was clearly aware of pupils who were struggling and gave additional support whenever she could. Nevertheless, activities were not planned at different levels of difficulty in order to meet the needs of pupils of differing abilities and this reduced the progress that some pupils were able to make.
117. As the music co-ordinator is the sole practitioner at the moment and the curriculum co-ordinator is not given time to monitor subjects across the curriculum as a whole, there are no arrangements for monitoring standards and quality in music. In the absence of objective evaluation, it will be difficult for the school to build on the strengths in the subject and address the areas of relative weakness that currently exist.

PHYSICAL EDUCATION

118. Overall standards are in line with national expectations for seven and eleven year olds. All pupils, including those with special educational needs and those who speak English as an additional language, are making satisfactory progress overall in their physical skills development.
119. The quality of teaching observed is good overall, with some teaching being very good. Levels of subject expertise are satisfactory overall. This is particularly so in the infants and in lessons for the youngest juniors. Teachers dress very appropriately for all lessons, setting a good role model for the pupils to follow. Pupils respond very well to this and come to the lessons dressed smartly and ready for physical activity. All teachers demonstrate a good awareness of health and safety. For instance, good provision is provided in lessons for warming up and stretching muscles in preparation for physical activity and in nearly all lessons observed there were good opportunities for pupils to cool down. This was particularly so in an indoor games lesson for a class of Year 3 and 4 pupils. In this lesson, the teacher made very good use of a contemporary pop song to conduct a very lively and expressive warm up session. Very good exposition by the teacher provided a good example for the pupils to follow and the resulting dance was dramatic and vigorous. This very good start to the lesson was fully complemented by very expressive and quiet music used to provide a peaceful atmosphere for cooling down. Such activities provide very good opportunities for spiritual and social development.
120. Some teachers are very competent at teaching games skills to pupils and this is particularly so for pupils in Year 2 and Year 6. For instance, in a lesson for a class of Year 1 and 2 pupils, the teacher effectively demonstrated several different techniques for passing and bouncing a ball to a partner. Equally good knowledge was demonstrated in a games lesson for pupils in a group of Year 6 pupils. In a brief session observed, the teacher demonstrated the correct grip and batting techniques for using a rounders bat. Planning is good in lessons and there is a clear structure to each unit of work. Teachers generally make good use of time in lessons and the pace of learning is quite brisk. They provide good opportunities for pupils to assess their own learning through sessions at the end of lessons, when performances are appraised in a sensitive way by other pupils in the class. All pupils respond well to these good opportunities for physical activity and their attitudes to learning are very good.
121. Leadership and management is good overall. The newly appointed co-ordinator has made a good start in organising the structure for the planned learning activities throughout the school. The monitoring of standards has been limited but a well-organised co-ordinator file provides a clear focus in the future for such activities.
122. There is a very good range of resources available and the provision for outdoor activity is good. The quality of indoor physical activity is very effectively enhanced by the special soft-feel surface laid down in the school hall. This ensures that the learning environment is quiet and outdoor footwear does not limit the pupils' movements in gymnastics and dance. Opportunities for swimming are provided at a local pool but only for pupils in Years 3 and 4. An annual residential trip provides good opportunities for adventurous activity and this is complemented with basic orienteering in the school grounds. A very wide range of after-school clubs provides very good opportunities for pupils to participate in a wide variety of sports.

RELIGIOUS EDUCATION

123. Standards are in line with the expectations of the locally agreed syllabus at seven and eleven. All pupils, including those with special educational needs and the very small number speaking English as an additional language, are making good progress in this subject area of learning. Much work has recently been done to raise staff awareness about the importance of the subject within the planned learning experiences open to all pupils. Improvements have been made to teachers' planning and to levels of staff expertise and confidence with the subject matter. These improvements have ensured that all the nominated faiths are covered in sufficient depth and that the subject is taught well.
124. By the age of eleven, many pupils have developed a good understanding of the characteristics of several major faiths, including Christianity. These pupils show a keen interest in religious issues and demonstrate good levels of understanding in lessons and in their books. Their knowledge of the major features of a church is good because teachers plan interesting trips to places of worship, such as Southwell Minster. Teachers also make good use of visitors to make lessons relevant for the pupils. For instance, the local Church of England vicar conducted a very interesting session on the significance of special clothing worn by priests in church and the significance of the various colours, relating them to the Christian year.
125. Younger junior pupils in Years 3 and 4 classes also display a keen interest in lessons. This is especially so when teaching is very good, as seen in a lesson about the traditional images of Jesus. In this lesson the teacher used a laptop computer and multimedia projector to display several paintings by famous artists, such as those by Leonardo da Vinci and Campbell. These dramatic pictures stimulated the pupils' thoughts and perceptions about the characteristics of Jesus as seen through the eyes of each artist. The teacher made very good links with this activity and a slide of the Turin Shroud to highlight the possible origin of all these traditional images of Jesus. High quality learning experiences such as these have contributed greatly to the development of the subject across the school.
126. This development of the subject is further consolidated by very effective links with personal, health and social development lessons and by displays of pupils' work on the walls. These displays are of very high quality. For example, a very beautiful display identifying the Five Pillars of Islam is effectively complemented in the corridors near the Year 3 and 4 classrooms by pupils' stories of the Creation, as told in the Bible.
127. The infant pupils are gaining a good understanding of religious beliefs and customs through stories and discussions about the nominated faiths. For example, in a lesson for pupils in Year 1, the teacher used artefacts very well to illustrate a Hindu shrine as part of the work on Hinduism. In this well-taught lesson the teacher explained the importance that Hindus place on making an offering to the various deities and illustrated this with a presentation of fruit. Older infants in Year 2 consolidate this knowledge with work on Sikhism, for instance by recording the importance of the five 'Ks' to followers of this religion.
128. Leadership and management of the subject are good. The recently appointed co-ordinator has worked hard to develop the subject across the school. She has provided clear educational direction for colleagues and is well briefed about the forthcoming changes to the new locally agreed syllabus. Discussions have been held with groups of Year 2 and Year 6 pupils to gain a better understanding of their knowledge of the major faiths and related religious issues. This very good practice has consolidated the monitoring of standards but the co-ordinator has not yet been able to observe other colleagues' teaching. The school recognises that there is a need to develop some forms of

assessment to record pupils' achievements against the expected new locally agreed syllabus.

129. The quality and range of resources are satisfactory overall but there is currently no set of children's Bibles that can be used with a whole class. However, a scrutiny of pupils' books across the school clearly indicates that teachers provide good opportunities for the development of literacy skills in religious education lessons.