

INSPECTION REPORT

AWSWORTH PRIMARY AND NURSERY SCHOOL

Awsworth

LEA area: Nottinghamshire

Unique reference number: 133296

Headteacher: Mrs Jane Mainprize

Lead inspector: Mrs Jan Spooner

Dates of inspection: 3rd – 6th November 2003

Inspection number: 255395

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3-11
Gender of pupils:	Mixed
Number on roll:	305
School address:	The Lane Awsworth Nottinghamshire
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Telephone number:	0115 932 1926
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Marilyn Reed
Date of previous inspection:	N/A

CHARACTERISTICS OF THE SCHOOL

Awsworth Primary and Nursery School is a newly amalgamated school situated in the growing village of Awsworth on the Nottinghamshire and Derbyshire borders. The school is an integral part of the local community. Both the school and its nursery draw pupils from a wide area, due to the popularity of the school. The school has 251 boys and girls on roll and 63 children in the nursery attending on a part-time basis. Pupils are taught in mixed-age classes through the school. Very few pupils join or leave the school other than at the usual times, reflecting a very stable school population. The socio-economic circumstances of the school's catchment area are broadly average, although the proportion of pupils known to be entitled to free school meals is below average. Very few pupils come from minority ethnic backgrounds, and none are at an early stage of learning to use English. An average proportion of pupils has been identified as having special educational needs, most of them for general learning difficulties, a few for emotional and behavioural difficulties, and a small number with physical disabilities. One pupil has a statement of special educational needs. The attainment of children when they start in the nursery varies considerably, but is broadly average overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18489	Mrs Jan Spooner	Lead inspector	Mathematics The Foundation Stage curriculum English as an additional language
19664	Mr John Bayliss	Lay inspector	
17263	Mr Andy Bond	Team inspector	English Geography History Physical education Religious education Personal, social and health education
22397	Mr Stuart Fowler	Team inspector	Science Information and communication technology Art and design Design and technology Music Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Awsorth Primary and Nursery School is an effective school which gives good value for money. Pupils make good progress, achieving above-average standards by the time they leave the school. The overall quality of teaching is good, and the school is led and managed well.

The school's main strengths and weaknesses are:

- By the end of Year 6 pupils achieve well and reach above-average standards in English, mathematics and science.
- The quality of teaching is good overall making a very valuable contribution to pupils' learning.
- The leadership of the headteacher and governors is very good; together they are successful in establishing a positive whole-school ethos.
- The school cares for pupils very well and provision for pupils' moral and social development is very good.
- The curriculum the school provides is good. There is a wide range of enrichment activities.
- The very good links the school has with parents and other schools contribute well to pupils' achievements.
- Teachers do not always plan well enough for the differing abilities of their pupils.
- The co-ordinators and senior management team members have not yet extended their roles across the whole school.
- Information and communications technology is not yet fully integrated into the curriculum or used well in classrooms. Good use is, however, made of the information and communication technology suites.

The amalgamation of Awsorth Junior and Infant Schools has been very successful. The new school opened in September 2003 and this is its first inspection. The leadership of the headteacher has been pivotal in uniting the two schools together as one cohesive unit. The school has a very welcoming and caring ethos and high expectations of its pupils. The school has established policies to meet the needs of all the school community. At the heart of its success are its rigorous self-evaluation, strategic planning and the hard work of all staff and governors. The school is well placed to improve still further.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	N/A	N/A	C	C
Mathematics	N/A	N/A	B	A
Science	N/A	N/A	A	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Pupils' achievement is good overall. The quality of staffing in the Foundation Stage¹ has improved this year with the return of the co-ordinator, following a long period of absence. Children in the nursery and reception are making good progress towards meeting the early learning goals² by the end of their reception year. The results of the national tests, in 2003, taken by pupils at the end of Year 2, were below average in reading and writing and well below average in mathematics. The pupils currently in Year 2 are achieving broadly average standards. As pupils move through Years 3 to 6,

¹ The Foundation Stage caters for children from the age of three to the end of the reception year.

² The early learning goals set out what children should achieve by the time they reach the end of the reception year in primary school.

their confidence and achievement gains momentum. The results of the national tests in 2003, taken by pupils at the end of Year 6, were above average overall. When compared with pupils from other schools, who attained similar standards in Year 2, the test results of pupils in Year 6 last year showed that they had made very good progress from Key Stage 1 to Key Stage 2. Pupils with special educational needs are supported well and make good progress. The pupils currently in Year 6 are set to achieve at least as well, and indications are that the more able pupils will achieve even higher standards in English and mathematics.

Provision for pupils' personal development, including their spiritual, moral, social and cultural development is good overall, with moral and social development being particular strengths. Pupils' attitudes are good throughout the school. They are caring, often thinking of others before themselves. Attendance is satisfactory and punctuality is good.

QUALITY OF EDUCATION

The school provides a good quality of education. The overall quality of the teaching and learning is good with over a quarter of the teaching very good or better. It is good in the nursery and reception, satisfactory in Years 1 and 2, good in Years 3 and 4 and very good in Years 5 and 6. There is good assessment of literacy and numeracy. Planning does not always meet the needs of different ability groups, particularly in the non-core³ subjects. Teaching assistants make a very valuable contribution to improving pupils' learning.

The school overall provides a good range of learning opportunities across the school. There is a wealth of enrichment activities, especially extra-curricular sport in which the school has a very good reputation locally. The school takes very good care of its pupils. The very effective guidance and support that pupils receive enhances their educational opportunities and ensures they learn in a happy, secure environment. The school's links with parents and other schools are very good.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management are good. This reflects the very good leadership provided by the headteacher and governors, and the positive ethos shared by all in the school. The new school has focused, quite appropriately, on English and mathematics. As yet, the roles of the co-ordinators are not yet fully developed. The school has very good procedures for self-evaluation and planning. The school complies fully with all statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think Awwsworth is a very good school. Doubts about the amalgamation of the two schools have now disappeared, as parents recognise the hard work and achievements of the new school. Parents are pleased to be consulted and feel well informed about their children's progress at school. Pupils are very happy at school, have their opinions listened to, and are able to contribute to the running of the school in a number of ways including through the School Council.

IMPROVEMENTS NEEDED

The most important things the school should do to improve further are to:

- Match planning more closely to pupils' abilities across the school.
- Review the roles and responsibilities of the senior management team and subject co-ordinators in establishing a system that informs monitoring and supports further whole-school improvement.
- Further develop opportunities for the use of information and communication technology across the curriculum, particularly its use in the classroom.

³ The non-core subjects are those other than English, mathematics and science.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement by the children currently in the nursery and reception classes is good overall in all the areas of learning. Achievement is satisfactory in Years 1 and 2, good in Years 3 and 4 and very good in Years 5 and 6. Girls generally do better than boys in English, particularly writing. In other subjects, however, no marked differences were found between the achievement of boys and girls. Standards in English, mathematics and science are above average by the end of Year 6.

Main strengths and weaknesses

- Achievement is particularly good in Years 5 and 6. Pupils receive thorough preparation for their national tests in Year 6.
- Children in the nursery and reception are making a good start to their education and achieve well.
- Pupils currently in Year 2 are achieving standards higher than those attained in the national tests in 2003.
- The results in 2003 at the end of Year 6 were well above the national average in science, above in mathematics and broadly average in English.
- Pupils with special educational needs achieve well throughout the school.
- Challenging, yet achievable targets have been set for the more able pupils in Year 6 in 2004.
- Pupils have acquired good literacy skills which helps them make progress in all the others areas of the curriculum.
- Pupils use their mathematical skills effectively in subjects such as geography, science and information technology.

Commentary

1. The overall standard of the children joining the nursery class is broadly average for their age. The children currently in the nursery and reception classes are already beginning to make good progress in most of the areas of learning. Their good overall achievement at this early stage in the year is due to the good teaching and the stimulating and imaginative learning atmosphere that surrounds the children. In the previous year, although achievement was satisfactory overall, several children in the Foundation Stage did not reach the standards expected for their age.

Standards in national tests at the end of Year 2 – average point scores in 2003⁴

Standards in:	School results	National results
Reading	15.4 (N/A)	15.9 (15.8)
Writing	13.9 (N/A)	14.8 (14.4)
Mathematics	15.3 (N/A)	16.4 (16.5)

There were 36 pupils in the year group. Figures in brackets are for the previous year.

2. Standards in the national tests at the end of Key Stage 1 in 2003 were below average in reading and writing and well below in mathematics when compared nationally and with similar schools. Achievement in mathematics was unsatisfactory at the end of Year 2 in 2003. Indications are

⁴ **Average Points Scores.** The average points scores table compares the school's performance with the national results. The calculations are arrived at by using the total of all test scores gained by pupils, and dividing the total by the number of pupils with a test result. This calculation is carried out for each subject tested.

that standards will be higher by the end of Year 2 this year, with pupils achieving broadly average standards in reading, writing and mathematics. This represents satisfactory achievement overall across Years 1 and 2.

3. The results of the national tests at the end of Key Stage 2 in 2003 were average in English, when compared both nationally and with similar schools. Standards in mathematics were above average when compared with schools nationally and well above average when compared with similar schools. In science, standards were well above average, compared both nationally and with similar schools. These results reflect the above-average progress made by these pupils when compared with their test results when they were in Year 2. This is good achievement overall.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.0 (N/A)	27.0 (27.0)
Mathematics	28.1 (N/A)	27.0 (26.7)
Science	30.2 (N/A)	28.8 (28.3)

There were 32 pupils in the year group. Figures in brackets are for the previous year.

4. The standards being attained by the pupils currently in Year 6 are above average in English, mathematics and science. Pupils achieve very well in Years 5 and 6 in response to the very good teaching. The school has set challenging targets for attainment at the end of Year 6 this year and expects that a higher proportion of pupils will attain the higher Level 5. The inspection judgements indicate that this confidence is justified, with the more able pupils already achieving well.
5. Good procedures, alongside good support from teachers and learning assistants, enables pupils with special educational needs to make good progress in relation to the targets set for them and they achieve well throughout the school. Their targets are specific, appropriate and measurable, and this helps to ensure good progress as a result. Pupils are removed from the school's register for special educational needs when they have achieved the required standards.
6. Because the overall quality of teaching in English is good, pupils have sufficient literacy skills to make satisfactory progress in all the areas of the curriculum. In some subjects, such as history and religious education, pupils use their literacy skills well. Speaking and listening is encouraged right across the curriculum, through role-play, drama and skilled adult interaction. Older pupils show maturity in the quality of debate and discussion in lessons. Information and communication technology does not enrich the English curriculum as well as it could. Word-processing is rarely used to support drafting or planning writing.
7. Pupils' numeracy skills grow stronger as they move through the school. Towards the end of Key Stage 2 they are able to apply their mathematical knowledge, for example, to help them make tables, graphs and charts in science. In geography, a study of the work in Years 1 and 2 shows that pupils use pictograms and bar charts to show, for example, the results of a traffic survey. In the information communication technology suite, computers have been used effectively to show how the length of shadows can vary, and bar charts produced to show results. Although pupils reach the standards expected for information and communication technology, at both key stages, opportunities are missed to use information and communication technology in other lessons and computers in the classroom are not used sufficiently.

Pupils' attitudes, values and other personal qualities

Throughout the school attitudes to learning and behaviour are good. Pupils' personal development is good, overall; their moral and social development is very good, and spiritual and cultural development satisfactory. Attendance is satisfactory and punctuality is good.

Main strengths and weaknesses

- Pupils' high standards of behaviour, in and around school, contribute significantly to the quality of learning provided by the school.
- Pupils are keen to come to school, enjoy it and try very hard to do their best.
- The school's ethos promotes very good relationships.
- Through assemblies and in other areas of the curriculum the school promotes personal development well with a particularly strong focus on social and moral development.

Commentary

8. The vast majority of the pupils, including those with special educational needs, have good attitudes to school. Pupils enjoy coming to school, willingly getting involved in everything that the school provides for them. In Year 6, pupils talk of enjoying hard work, one commenting that 'There would be no point in coming to school if it was easy' and another saying that, 'I like to be pushed to the limit'. This approach by pupils to their work in lessons, and elsewhere, makes a positive contribution to the standards they achieve.
9. Boys and girls are equally enthusiastic about school activities. The youngest children in the school, even at this early time in their school life are more confident than is usually seen, displaying a willingness to settle to work without direct teacher support. Pupils of all ages and abilities concentrate and apply themselves well even when, occasionally, the lesson is less stimulating than it might be. They listen carefully and courteously to teachers, willingly participating in question and answer sessions in a sensible and mature way. Pupils with special educational needs enjoy good relationships with their support assistants and work effectively as individuals or in small groups.
10. Opportunities for pupils to show initiative and display personal responsibility are readily grasped. These opportunities steadily increase through the pupils' school life. Classroom and school responsibilities are undertaken diligently with enthusiasm. Throughout the school the pupils mature as individuals becoming socially aware of themselves and others. They express their views sensibly. 'Buddy' sessions when pupils mix with those from other age groups serve well to provide opportunities to be helpful and demonstrate an awareness of the needs of others. 'Hyacinth Days', when whole school activities take place, bonds the school community together in an enjoyable and productive way.
11. Relationships between pupils, and between pupils and teachers, are very good. Pupils respect the values and beliefs of others and this is apparent in the way they relate to each other both in lessons and elsewhere. Older pupils who take on the role of peer mediators⁵ show maturity and sensitivity. Nothing was seen to suggest that when the very occasional incident of inappropriate behaviour occurs it is oppressive. Exceptionally, it was necessary to exclude a pupil with behavioural problems on two occasions, last year, for incidents involving violence towards other pupils.

⁵ Peer mediators are pupils who are trained to support and help other pupils resolve conflicts that may arise during break or lunchtime periods.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	328	2	
Mixed – White and Black Caribbean	1		
Mixed – White and Black African	2		
Mixed – White and Asian	1		
Mixed – any other mixed background	3		
Any other ethnic group	1		

The table gives the number of exclusions, which may be different from the number of pupils excluded.

12. Pupils' social and moral development is very good. The pupils are courteous and polite being friendly with adults but never in a disrespectful way. High standards of behaviour permeate the whole school. Pupils treat each other and the school premises with respect. A very large majority of pupils have a clear understanding of the impact of their actions on others and they respect the school rules which they think are fair. Teachers and support staff present very good role models promoting the principles of right from wrong and dealing with the occasional instances of inappropriate behaviour consistently. Anti-bullying strategies work very well. The school's policies are well organised and there is good definition of rewards and sanctions with good use of praise when merited.
13. The school makes appropriate provision for the spiritual and cultural development of the pupils. Statutory requirements for a daily act of worship are met. Through assemblies and class discussions the pupils are taught to reflect on their own and others' actions, show consideration for others, listen to others and learn to respect their views. Pupils gain a satisfactory insight into their own and other cultural traditions through work in religious education lessons, art and design, music, history and geography lessons, and through links with a primary school in Zimbabwe.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.6	School data:	0.2
National data:	5.4	National data:	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest reporting year.

14. Pupils' attendance is satisfactory. There is no truancy and punctuality is good. Records of attendance are properly maintained and monitored and comply with statutory requirements. Registration is efficient with no time wasting. Parents are regularly reminded of the importance of attendance and most respond positively although a few organise holidays during term time against the advice of the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The overall quality of teaching is good. The school provides a good breadth of curriculum opportunities, which is enriched well by a good variety of activities beyond the school day. The staff provide a very good level of care for the pupils with good support and guidance to support their learning.

Teaching and learning

The quality of teaching is good overall. It is good in the Foundation Stage, satisfactory in Years 1 and 2 and good in Years 3 to 6, with very good teaching predominant in Years 5 and 6. As a result, pupils achieve well, overall, and grow in confidence through the school. The school's procedures for assessing pupils are good, but this information is not always used productively to provide for the different needs of pupils in their lessons.

Main strengths and weaknesses

- Over two-thirds of the teaching is good or better, with exemplars of very good teaching in all key stages.
- Teaching in the nursery and reception classes shows a very clear understanding of children's needs and provides stimulating and imaginative experiences.
- In English and mathematics in Years 5 and 6 teaching is almost always very good, enabling pupils of all abilities to achieve very well in many lessons.
- Whilst much of the teaching in Years 1 and 2 is good, there are inconsistencies in the teaching and, in one class, a very small amount of unsatisfactory teaching leads to uneven progress in pupils' learning.
- Speaking and listening is developed well through drama, role-play, group activities and working with partners.
- Teaching assistants provide very good support.
- Work is not sufficiently well matched to pupils' needs in music, history, geography and religious education and also occasionally in the core subjects.
- Information and communication technology, although usually taught well as a subject on its own, is insufficiently used in other subjects.

Commentary

15. The overall quality of the teaching is good and is a strength of the school. The quality of teaching is reflected in the fact that pupils achieve well during their time at school, progressing from average attainment when they enter the nursery to above average by the time they leave the school. Pupils achieve particularly well in upper Key Stage 2. The teaching of children in the Foundation Stage is good overall with some teaching that is very good or excellent. At Key Stage 1 the teaching is usually satisfactory or good. One class in Year 1, however, has a high number of children with special educational needs. Occasionally, the teaching does not meet the needs of all the children in this class satisfactorily. At Key Stage 2, teaching is good, ranging from satisfactory to very good in Years 3 and 4, to very good overall in Years 5 and 6.

Summary of teaching observed during the inspection in 50 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
1 (2%)	13 (26%)	20 (40%)	15 (30%)	1 (2%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

16. In the Foundation Stage many children are already achieving well for their age. The knowledgeable co-ordinator ensures that the needs of the children are met through a very wide range of experiences that will interest and inspire. The children in reception currently benefit from working in a small group of eight children; this includes one child who has additional learning support. At the heart of the good teaching is the planning that ensures the children progress through the 'Stepping Stones', as they work towards the early learning goals that they are expected to reach by the end of their reception year. In the nursery the teacher and other nursery staff look at the learning intentions then plan activities to meet the needs of all the youngsters. In an excellent lesson in the nursery the teacher and support staff worked together superbly to develop children's creativity through drama and music. The positive approach to marking and assessment, begun in the nursery, means that children are not exposed to failure; all are valued. Children's personal, social and emotional development prepares them well for the next stage in their schooling. The positive relationship established between parents and practitioners means that, from a very early age, parents can also support the children in their learning in a caring informed way. Parents, other trainees and voluntary support make a very significant contribution to the lessons.
17. In Years 1 and 2 the pupils are grouped according to their age and levels of ability. Due to the admission policy followed across the authority, some pupils move into Year 1 with only one term in the reception class. In spite of this, the needs of the pupils are usually met appropriately and indications are that these pupils will achieve satisfactorily by the end of Year 2. In the best lessons in the Year 1 and 2 classes, pupils are really interested and inspired through good explanations and the teacher's good use of her voice in storytelling. Thorough planning to meet the different learning needs of the pupils enhances lessons still further, particularly in English, mathematics and science. For instance, in a science lesson observed, there were good opportunities for pupils to develop their scientific language. The language of mathematics is, however, not as well developed which means that pupils are not always achieving as well as they should when they have to apply their number skills in problem situations. In Years 1 and 2, number skills are taught well and often supported by actions to help pupils remember counting and patterns. In Year 1, pupils' toes and fingers are used effectively to help understand counting in tens. In the better lessons, pupils are encouraged to explain their ideas and so begin to develop their mathematical thinking. Computer programs are used in some lessons in Years 1 and 2 to effectively reinforce learning at levels matched to pupils' individual needs. In the less satisfactory lessons, time is not used well with sessions at the end of lessons rushed, giving no opportunities for reflection or reinforcement of learning. Learning support assistants are used very well in most lessons to team-teach alongside teachers, to support group activities, or teach pupils who have special educational needs.
18. In Years 3 to 6 the teaching and learning are at their best when the needs of all the different abilities within the class are met appropriately. This is particularly evident in Years 5 and 6, in English and mathematics, and, more occasionally, in science, physical education, and information and communication technology. Within Years 3 and 4, and Years 5 and 6, where the pupils are already in sets according to ability for mathematics, and where there is further planning to meet different needs, pupils learn at a good rate and achieve very well. Throughout the key stage, teachers' planning identifies the lesson objectives, but this sometimes lacks sufficient depth. It can mean that the more able pupils are not always challenged sufficiently, and the less able pupils sometimes struggle to complete their work. In the lessons where pupils achieve well it is because the teaching captures pupils' interest and enthusiasm, and a good working atmosphere is created. There are well thought through challenges for the more able, a well established rapport, and very good questioning techniques, which explore pupils' thinking and develop their language skills.
19. The teaching of pupils with special educational needs is usually good. Pupils learn very effectively at their own pace because of the good quality individual learning programmes that are provided and the support that they receive from teachers and learning support assistants within lessons. The learning support assistants are very effective because they liaise closely

with the coordinator for special education needs and individual teachers. They meet regularly as a team and are given considerable responsibility for the management and development of individual education action plans for pupils. They give good support to individuals in their care. However, there are occasions when teachers do not plan work to take account of their needs and this has a negative impact on learning. This happened, for example, in a Years 3 and 4 class, when all pupils undertook the same task and worked at a similar pace. When it came to recording their findings the pupils with special educational needs became frustrated and did not make as much progress as their classmates.

20. The key communication skills of speaking, listening, reading and writing are taught well in English as well as other subjects across the school. From a very early age, children are encouraged to talk things through, enact characters, and listen carefully. Information and communication technology skills are taught well in the technology suites, but there are few opportunities for pupils to use these skills for enquiry or to inform decision making in other areas of the curriculum. Pupils work together well. Almost all subjects provide opportunities for pupils to co-operate and work effectively together. In the best lessons, pupils reflect and critically evaluate their work. For instance a very good science lesson in a Years 5 and 6 class challenged pupils to problem solve and use scientific enquiry skills which led to interesting discussion and even healthy dispute. As yet, teaching only occasionally encourages pupils to set targets for themselves and then review their achievements formally to further inform their learning.
21. Since the new school opened last year much has been done to build effective assessment systems. These are, in the words of the co-ordinator, 'alive' and constantly under review to best meet the needs of both teaching and learning. Very clear tracking of pupils' attainment has had a positive impact on teaching and learning in English and mathematics. Target setting at Key Stage 2 is having a positive impact on the achievement of the more able pupils. This target setting has yet to have the same impact on achievements at Key Stage 1. The school is to provide additional support at Key Stage 1 as well as Key Stage 2 to ensure that all pupils are supported well as they strive to reach their targets.

The curriculum

The curriculum provision is good. It is broad and gives pupils opportunities to make progress in their learning. There is a good range of enrichment activities, especially extra-curricular sport. The accommodation and the resources provided by the school are satisfactory.

Main strengths and weaknesses

- Personal, social and health education are covered effectively in the curriculum.
- Support for pupils with special educational needs is good.
- The teachers work together to effectively structure planning across the two year-group bands.
- Good enrichment activities, especially after-school activities in sport.
- Liaison with the local secondary school is very good, transfer systems are smooth.
- Afternoon sessions for individual subjects are sometimes too long.
- The withdrawal of pupils for extra tuition disrupts lessons.

Commentary

22. The curriculum provision is good and planned well to include all the prescribed national curriculum subjects and religious education. In the Foundation Stage, curriculum provision is also good, except for inadequate outdoor play facilities in the reception class.
23. The school meets the statutory requirements for collective worship and provides pupils with valuable guidance for their personal and social development, through a range of subjects. Particular focus is made on sex and relationships and drug awareness at the end of Key Stage

2. This is effectively delivered by experienced teachers and outside agencies with the appropriate expertise.
24. The school ensures that pupils all have equal opportunities to learn and make progress. However, there are instances when pupils are withdrawn from lessons for specialist tuition, usually related to music or special educational needs support. This proves to be disruptive to the lesson and, when the pupils return from the additional tuition, they have missed vital parts of the lesson and their learning is hampered. Overall, the school is effective in ensuring that all pupils are given equal access to the statutory curriculum and all other activities provided. Clear procedures are in place to support those pupils with special educational needs. These closely follow the new Code of Practice. Pupils' individual education plans are of good quality and are reviewed each term. Care is taken to ensure that the work provided for pupils with special educational needs is generally closely matched to their needs. There is only one pupil with a statement of special educational needs and the school ensures that he is provided with appropriate support. All pupils with special educational needs are involved in the full range of school activities.
25. Curriculum time is used very effectively. There is no slippage of time between lessons, or when coming into the school after break times. However, some afternoon sessions are exclusively allocated to one particular subject, such as geography or history. Pupils find this too long a period to retain concentration on one topic and interest levels wane, although some skilful teachers vary tasks to rejuvenate pupils' attention.
26. A good range of enrichment activities is provided and this has a positive effect on pupils' achievement in a number of areas, especially sport. The school liaises well with local sports clubs whose members visit school to teach pupils and pass on their particular expertise. A good range of visits is made to places of local interest, especially in relation to history topics. There are many extra curricular clubs which help to broaden pupils' education and support existing school programmes of work.
27. The school has forged very good links with the local secondary school. Staff from Awsworth and the secondary school meet periodically to discuss curriculum continuity especially in English, mathematics and special educational needs. Induction procedures at the age of eleven are well developed and pupils make smooth transitions to their secondary schools.
28. The accommodation is satisfactory and has improved since the amalgamation. Learning resources are generally satisfactory. Teachers plan effectively together across two year groups: nursery and reception; Years 1 and 2; Years 3 and 4; and Years 5 and 6, using each other's strengths and expertise. Teaching assistants make a valuable contribution to improving pupils' learning. They provide good quality support in lessons by working with small groups of pupils giving encouragement, advice and providing specific teaching.

Care, guidance and support

The way in which the school provides for the care, guidance and support for its pupils is very good. Because of its effective assessment strategies and the way in which staff know the pupils as individuals the school offers good support, advice and guidance to its pupils. There is satisfactory involvement of pupils in the work of the school.

Main strengths and weaknesses

- The school's very effective support enhances the quality of education by ensuring that pupils can work in a warm, orderly, caring and safe environment in which all pupils can flourish.
- Teachers' knowledge of the pupils as individuals is well used to provide very good access to support, advice and guidance.
- Teaching assistants provide conscientious and well-focused support.

- Support for pupils joining the school is good so that they settle happily into their school life.
- Parents are very happy with what the school provides for their children.
- Good child protection arrangements.

Commentary

29. The school meets its obligations for child protection and for ensuring pupils' welfare very well. The arrangements for the protection of pupils are effective and staff have a good understanding of the procedures to be followed should a pupil be at risk. There are very good arrangements to ensure pupils' health and safety and there is very good support for children joining the school or starting their school life. A Parents' Room has been introduced, so that parents can meet socially and gently introduce their toddlers to school routines.
30. Led by the very caring headteacher, who puts a high priority on the needs of the pupils, all members of the school community work together to provide surroundings in which the pupils feel well cared for and secure. School staff and governors have proper regard for the health and safety of the school community. They undertake regular risk assessments to ensure that statutory requirements are met.
31. The school takes especial care to ensure that all pupils are treated equally, and given proper support appropriate to their individual needs, whatever their background or personal circumstances. There is provision for all pupils to have an equal opportunity to take part in all activities organised by the school, without regard to the parents' ability to pay. Provision for pupils with physical disabilities is good. Pupils are happy at school. They know that they can turn to a number of adults if they need help or advice. There are well-organised arrangements for playground supervision with teachers, teaching assistants, and lunchtime supervisory staff, who relate well to the pupils, ensuring that pupils are well looked after during periods of outdoor activity.
32. The school has trained peer mediators as 'Bee-friends'. These pupils provide good support and help for pupils who may be experiencing problems. The School Council offers pupils the opportunity to make a contribution to the running of the school. Pupils, whatever their needs, have ready access to well-informed support, advice and guidance from the headteacher, teachers and support staff. Formal arrangements for checking how pupils are getting on, including teacher records, records of achievement and summaries in the pupils' annual reports, are good.
33. The guidance provided for pupils who have special educational and other identified needs is good. Clear records are kept, and effective monitoring by the co-ordinator and class teachers contributes to the good progress of all groups of children. Pupils with special educational needs are assessed regularly and a wide variety of information is recorded to help identify pupils' current attainment. The information gained is used most effectively to provide suitable new work for individual pupils. The school has recently begun to produce individual education action plans through a suitable computer program, and this should lead to even greater consistency in record keeping.

Partnership with parents, other schools and the community

The school's links with parents are very good, as are those with other schools and colleges. The way in which the school makes use of the local and wider community is good. These links contribute to the work of the school very well.

Main strengths and weaknesses

- Very good provision of information for parents especially the prospectus and the governors' annual report.

- There is very good involvement of parents in the work of the school.
- Very good links with partner schools.
- Good links with the local community.
- Parents are supportive of what the school is doing. They think it is a very good one.
- The new personal organisers for pupils provide very good day-to-day communication links with parents.

Commentary

34. Parents have very positive views about the school. They think it is a very good one having no significant concerns about what the school provides for their children. Doubts about the benefits of amalgamation, that concerned many parents, have been overcome as a result of hard work by the headteacher and governors reaching out to consult and inform all parents in a spirit of true partnership. Parents attending the pre-inspection meeting who admitted being against amalgamation when originally proposed have been very pleased with how it has been implemented and are now very comfortable with what the school is doing.
35. The school recognises the importance of good relationships with parents and works hard to promote its partnership with them. It encourages parents to be involved in its work valuing their views and involving them fully in its planning. There is an 'open door' policy that encourages parents to communicate with the school. Parents comment that 'the school listens' to them when they seek advice or help responding quickly and fairly whenever necessary. Parents and other helpers are always made welcome whether visiting the school seeking information and guidance or to support the school by offering to help in its day-to-day activities. These people make a significant contribution to the work of the school.
36. Parents appreciate the help given to ensure a smooth start to school life for their children and the guidance they are given about how they can support the work of the school at home. This begins in the nursery and continues in main school with the introduction of pupils' personal organisers, helping parents to properly contribute to the work done in school by supporting their children at home. The school receives good support too from parents of children who have special educational needs. These parents regularly attend review meetings to contribute to their children's learning. Parental comments are recorded on individual education action plans.
37. Parents are provided with very good information about what is happening in school and how their children are getting on. This includes regular newsletters and the school's web-site. Curriculum evenings are held and parents are provided with an annual written report and targets for improvement are discussed with them. There is good use of the personal development section of the annual reports, as well as well focused and objective comment and indications of areas for development. A weakness is that for subjects, other than English, mathematics and science, parents are given too little information about how their child's attainment matches that expected. Overall, however, the reports are of good quality, much appreciated by parents.
38. The governors' annual report to parents and the school prospectus are very informative documents, enlivened by good use of photographs that provide parents with all the information they should have, presented in a user-friendly way that makes the information readily accessible to them.
39. There is a very constructive relationship with partner institutions with the school benefiting from its association with other local schools by sharing experiences and best practice. Arrangements for the smooth transfer of pupils to the next stage of their education are well organised. The school's links with the local and wider community are good. Educational visits to places of worship, residential visits, trips to places of historical and cultural interest and initiatives with the local secondary school successfully enrich the curriculum by extending pupils' knowledge and appreciation of the world outside school.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. The headteacher and governors provide very good leadership with effective management procedures. Leadership of key staff and co-ordinators is satisfactory.

Main strengths and weaknesses

- The headteacher gives the school a very clear sense of direction and purpose.
- The governing body contributes significantly to the leadership of the school and its successes.
- School self-evaluation of its strengths and weaknesses is both rigorous and perceptive.
- Good management systems underpin the smooth running of the new school.
- The school improvement plan sets out an appropriate well-structured programme to further improve the new school.
- Assessment is managed well through the school.
- Subjects other than English, mathematics and physical education are not as well developed by co-ordinators.
- The current responsibilities for the senior management team do not sufficiently use the strengths of individuals.

Commentary

40. Since the new school opened, the headteacher, governors and senior management team have established a shared view of where they want to go. They are ambitious for their school, determined that it will achieve success. Parents have been consulted about the new school and what they want for their children. Strategic planning through the school improvement plan is the hub of school development. A focus on assessment last year and the tracking of pupils' performance has meant that the school is well placed to know what pupils will achieve, and how best to improve pupils' performance still further. The headteacher has been supported well in this task by the assessment co-ordinator, a key member of the senior management team. In the past year, disruption caused by staff illness has been managed well by the headteacher to ensure that any interruption to learning has been kept to a minimum. Staffing once again this year reflects a stronger team. Provision for Year 1, however, is yet to be fully resolved, as these pupils also had a disrupted Foundation Stage. The school is in the process of addressing their specific needs.
41. The new governing body was brought together six months after the schools amalgamated. Collectively, they have been instrumental in supporting the headteacher to achieve a good whole-school ethos. They are well aware of the school's strengths and weaknesses and have recently carried out their own self-evaluation. They are keen to be as effective as possible and have established a good working relationship with the school based on mutual respect and frankness. All governors attend committee meetings so are well informed about the work of the school. The reports that the headteacher prepares are honest and reflective and again inform the governing body well. Many of the governors also spend time in school, listening to readers and taking part in school events. The governors have opted to shadow all the areas of the curriculum and aspects such as special educational needs. They see new policies at an early draft stage and are well placed to make a contribution to the way the school moves forwards. The governing body members have a wealth of expertise from finance to local government and most importantly the local community. The school complies fully with all statutory requirements.
42. A priority for the school is to ensure that staff are more familiar with all the different age groups in the school. This is particularly important for co-ordinators if they are to effectively support phases where they have less expertise. The school has appointed an additional teacher to ensure that co-ordinators' teaching responsibilities can be covered when they need time to monitor their subjects across the school. In mathematics, the contribution of the co-ordinator

has been very successful at Key Stage 2, but has yet to extend fully to Key Stage 1 and Foundation Stage. The very good leadership in physical education ensures good achievement for the older pupils. However, such achievement is not yet evident throughout the school. The school has appointed a new and inexperienced English co-ordinator, but has ensured she will receive training to carry out her role effectively. A member of the senior management team should support in the interim period. All co-ordinators have a very clear view of what they want to achieve through their well-written action plans. The senior management team has, quite rightly, been instrumental in supporting the immediate needs of amalgamation in establishing a joint whole school ethos and combined work ethic. This has been supported through initiatives, such as establishing joint training, whole-school performance management, 'buddying' pupils of different ages together, and beginning portfolios of work in the different subjects across both key stages. The recently appointed deputy headteacher has effectively helped to develop these links. The senior management team has expertise that complements one another. To ensure the school continues to move forward at its current pace key roles within the team need reviewing to share responsibility more evenly and use expertise more effectively to focus on key points of the school improvement plan.

43. The school has established effective management systems to ensure it runs smoothly. From the start of the day, to after school, when many clubs meet, efficient systems operate. Staff development is a positive aspect of management. Performance management criteria have been collectively decided and effectively support school improvement. Induction of new staff is good and ensures continuity for classes. New staff feel welcomed and part of the school team. Support assistants would welcome the opportunity to attend whole school staff training. Systems for special educational needs are managed well by the coordinator for special educational needs, and effectively supported by knowledgeable learning support assistants. Regular meetings with counterparts in other local schools ensure that staff supporting children with special educational needs have opportunities to discuss new initiatives to benefit their pupils.
44. A wide range of day-to-day arrangements and policies, such as health and safety, finance, job descriptions, attendance policies, behaviour management and anti-racism have had to be worked through with staff and governors to ensure effective manageable systems and policies for the new school. The systems of two schools have had to be merged into one, new routines and procedures set in place by the headteacher and her administrative team. The success of the new and effective management procedures is due to the hard work of everyone involved.

Financial information for the year September 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	519,871	Balance from previous year	42,068
Total expenditure	506,731	Balance carried forward to the next	55,208
Expenditure per pupil	2,924		

45. The financial information for the school is for seven months of the year, that is, from when the school opened as a new school, in September 2002, to the end of the financial year in March 2003. The expenditure per pupil has been annualised and compared with national data for the same period.
46. Expenditure per pupil is high. This is because the school has enjoyed significant transitional funding following amalgamation. These additional funds have been spent very carefully for the direct benefit of the pupils, by improving the learning environment and resources to raise standards effectively. The inspection saw no evidence of any expenditure that was not being used effectively. Funds have also secured the employment of additional learning assistants who provide high quality support, particularly for the pupils with special educational needs. The

provision of a 'floating' teacher ensures that teachers are effectively supported and that the school improvement plan can be achieved without the need to engage supply teachers to release staff. This ensures that quality teaching and learning is sustained. In the light of funding, the broadly average standards that children have on entry to the nursery, and the above-average achievement reached by pupils by the time they leave the school in Year 6, the school is judged to provide good value for money.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **good**.

Commentary

47. Three sessions of between one and two hours were spent in the nursery to observe all the areas of learning. In addition, five lessons were observed in the reception class. Most children spend three terms in the nursery on a part-time basis and move to the reception class at the beginning of the term in which they are five. Currently, there are only a very small number of children in the reception class. This class also provides for an older child who has a statement of special education needs, following the school's aim to meet the needs of all its children. When children join the nursery their range of ability is wide with most being as expected for their age. In the nursery and reception classes, this year, all children are making at least satisfactory progress and achieve well in their personal and social development, their communication language and literacy, their knowledge and understanding of the world, and in their creative development.
48. The children are achieving well because the teaching is good overall and the curriculum is very imaginatively planned to provide a wide range of interesting and stimulating activities matched well to their needs. Each week, the nursery practitioners meet to discuss to decide what activities are needed to meet the learning intentions. Each week, too, activities are evaluated and learned from. All the adults set excellent role models for the children and manage them well ensuring that the needs of the children are well met. In the nursery there is a good ratio of adults to children, supported by trainee students and parent-helpers. In the past three years, three parents have gone on to acquire early years qualifications, a mark of the very good relationships which the nursery has established with parents. All staff work well as a cohesive team, monitoring children's progress very thoroughly.
49. The accommodation inside is satisfactory and outdoor facilities in the nursery are good. However, outdoor provision for the children in the reception class is currently unsatisfactory, due to the lack of a separate, secure area, and a lack of equipment that is of the correct size to meet their growing physical needs. The school has plans to remedy this in the coming year.
50. The co-ordinator provides good leadership and manages provision for the Foundation Stage well. The reception class is now benefiting from recent alterations to the building. This means that the children in the reception class are able to work separately from pupils in Year 1. All the children are taught in a bright and welcoming environment.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- The staff are very good role models and offer a very high level of care.
- The children show high standards of behaviour in individual and teaching situations.
- Children achieve well because of the good management and teaching and the very high expectations set by staff. The happiness and resulting confidence of the children shines through.
- Quality systems and routines have been established.

- The effective team approach by the early years practitioners and the good relationships with parents.

Commentary

51. The children's personal, social and emotional development is generally as expected for their age when they join the nursery. However, the routines and supportive approach in the nursery and reception class mean that children are showing an independence and confidence above that expected for their age. All the areas of learning contribute successfully to the children's development. Children happily leave their parents and are keen to begin their sessions in the nursery.
52. Children know the routines well and on hearing the 'tidy-up' music will set about clearing away activities. In the outdoor area, children show their ability to get on well with each other. They are polite and thoughtful, saying 'excuse me' when they need to get into a play area and another child is in the way. Their thoughtfulness reflects the role models of the adults around them. Social development is encouraged particularly well, through role play, with the children dressing up as knights, princesses or kings. Children are able to articulate their feelings well and work creatively with apparatus to enter into their own imaginative worlds. At snack time the children's independence is nurtured. They are expected to put their cups and banana skins away in the right place themselves and get their coats on for the outdoor session independently.
53. During the set activity times, children are sufficiently self-assured to work unaided and move on to different activities as they wish. They are able to focus on activities, such as making the puppets for the castle, until they have finished. Children in the reception class, working together at the computer, show how they can take turns and work together fairly.
54. There are many magical moments in the nursery when the staff use finger and other puppets to talk to. Children listen and watch spell-bound, waiting for what will happen next. Such activities sustain children's concentration and attention.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Very good opportunities are provided to extend children's vocabulary, through stories, rhyme, drama, music and song.
- Imaginatively created situations encourage questioning and talking.
- The small number of children currently in the reception class enables one-to-one teaching for much of the time.

Commentary

55. Teaching and learning are good. Early indications are that children will meet the expectations in this area of learning by the time they reach the end of their reception year. Already many children are achieving well and are improving their listening and speaking skills, supported by skilled practitioners. Children who are quiet and more withdrawn are sensitively encouraged by nursery staff. Other children support and encourage them too. In a story-making activity, for instance, shiny jewels are hidden in the sand in the dragon's cave. When children find a jewel they are encouraged to listen to its secrets and retell its story. Hesitant children are given clues which successfully encourage them to participate. Children gain in confidence through skilled questioning. Writing activities, such as Merlin's magical messages, encourage children to write in a 'no fail' situation. In the nursery children's ability ranges from those who are not yet making definite marks to children who are writing words with very little support and forming their letters

well. Children enjoy singing an alphabet 'Rap', led by the oldest group responding to the pictures of individual letters. The children love stories and are inspired by the story telling skills of the teachers and nursery nurses, who often dress up in character to bring a story to life. Children's first reading experiences are through story telling picture books. As children's confidence and awareness of phonics grows, they are introduced to books with words and take their books home to share with their parents. Parents are invited in to the nursery to find out how to best help their child.

56. In the reception class children are learning letter sounds through a good range of imaginative situations. In the adapted literacy hour, the children actively use objects to think about which letter sounds they begin with. They can confidently hear and say the initial sounds. In other activities they go fishing for the letters of the week, roll marbles to concentrate on letter formation, and have the opportunity to paint letter shapes. The most able children can use a dictionary to find items that begin with particular letters, and are beginning to recognise sounds that two letters make together, such as 'sh'. With encouragement, they can write by themselves. This approach is having great success in the nursery and is encouraged in the reception class on a writing table where, for example, children write invitations for a ball at the castle. Children's speaking and listening skills are skilfully encouraged through a 'Three Billy Goats Gruff' story, with the children becoming characters and taking part in imaginative conversations.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Good use is made of computers to develop children's counting skills.
- Good teaching ensures children learn well.
- There is insufficient use of mathematical language in other areas of learning.
- More activities need to be available for children to use as independent activities.

Commentary

57. The teaching observed during the inspection was good. In the lessons where mathematical skills were directly taught children made good progress. In the nursery, the oldest children can already count numbers up to ten and recognise the numerals 1 to 9. In the children's number work early indications are that the majority of the children will achieve the early learning goals by the end of the reception year. In a session observed in the nursery the teacher cleverly began developing the language of thick, thin, wide and narrow through giving the children different width paint brushes to make wallpaper for the 'Queen's bedroom'. Good questioning and discussion helped the children to develop their language, but most preferred to use the words 'little' or 'tiny', instead of 'thin', and 'big' instead of 'thick'. Children in the reception class also found comparative language such as the phrases 'more than' and 'less than' difficult. In the reception class children can count confidently on and back from 10 and the more able children can manage to 20. Computer number programs provide good additional support for children.
58. Children design necklaces after having been shown ready-made jewellery. They go on to make their own colour patterns and sequences gaining an understanding of pattern and sequence that will later inform their number work. More carefully thought through activities, such as this, are needed to give mathematics a higher priority for children working independently. Areas such as drama could also be used more successfully to develop mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Activities set are carefully planned across both nursery and reception to interest children in the world around them.
- The good use of role play and drama both inside and outside.

Commentary

59. The Foundation Stage offers a well-planned programme of learning to develop the children's understanding of the world around them. Most are working at levels expected for their age, with some children already achieving aspects of the early learning goals. During the inspection the children were engrossed in a historical topic about castles. This was appropriately taken into the creative and physical areas of learning, as well as being the centre of communication and language. The children recognised the hurdy-gurdy music, by a local musician, after a visit. They showed good co-ordination skills, when they acted out playing the instrument. Children develop their early scientific skills by looking closely at whether wet or dry sand makes the best mixture for building sand castles.
60. In the reception class children are able to say how everyday technology is used, as a well-structured lesson ensured that children learnt in a meaningful way. They were taken around the school to the office to find features such as the fax machine, photocopier, phone, bell, gate release button. In the classroom, the children looked at photographs of the technology they saw and were encouraged to explain how things work.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory** overall.

Main strengths and weaknesses

- The nursery has a secure attractive outdoor area.
- There is no access to a safe, enclosed area for the children in the reception class.

Commentary

61. As only one physical activity session was observed during the inspection, no overall judgement can be made about teaching. However, children were observed in the playground, and at these times their achievement was satisfactory. The indications are that children are in line to meet the expected goals by the end of the year. The youngest children were observed in the nursery play area. During the observation only a few children made use of the climbing apparatus, as they were so engrossed in the castle role-play. They showed good co-ordination skills riding bikes, scooters and cars around the track. Most were able to control their vehicles and stay on the track going round it in the right direction. They ran confidently around the playground without bumping into other children.
62. Other equipment is stored in the nursery, but access to it is difficult and as a consequence it is not often used. The nursery play area is also used by the reception class as they have no secure area of their own. Their large apparatus, however, does not provide sufficient challenge for the children in the reception class to extend their skills. The playground for the infants is used occasionally, however, as this lacks any suitable equipment, this is unsatisfactory.

63. This Foundation Stage has access to the carpeted main hall. This is very good for structured lessons and is used well. In the one lesson that was seen in the reception class, children were exploring how to travel. Children could explain how they moved and showed they are in line to achieve the early learning goals in this aspect of their physical development. They could move forwards and backwards, and even sideways. The space in the hall was used well, with children able to visit all the corners of the room as they travelled around. Children with special education needs are included well in all activities.
64. Children develop their manipulative skills well by handling scissors, brushes and hole punching tools with considerable dexterity. There is a good range of small construction equipment to further develop children's skills.

CREATIVE DEVELOPMENT

It was not possible to make a judgement of provision or standards overall, as it was only possible to inspect creative development in the nursery.

Provision in creative development in the nursery is **good**.

Main strengths and weaknesses

- Practitioners are exceptionally skilled at developing the children's creativity in the nursery.
- Creative development has a large part to play in children's language development.

Commentary

65. In the nursery, creative talents are developed very imaginatively through music, dance, drama and role-play. In one drama lesson observed the teaching was excellent. The whole lesson inspired the highest of responses from the children. The oldest children also showed their musical expertise. Children sang the 'Hairy, Scary Castle', with feeling and emotion. Upon returning to the nursery, the children were able to say what they thought was the best part of the journey. One girl said she had brought a lawn mower to cut the grass, and another a boat to cross over the water. A boy, who until recently had very limited interaction with children or adults, confidently told an inspector how much he had enjoyed going to the castle to see the king. In the nursery there is a wealth of opportunity for children to develop other artistic and creative talents. The majority of children are well placed to reach and, in some cases, to possibly exceed the early learning goals in their creative development.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Strengths and weaknesses

- Standards are above average by the end of Key Stage 2 and pupils achieve well.
- Teachers plan lessons thoroughly but do not always take account of the wide range of ability within the class when setting work.
- The quality of teaching and learning is good, overall, and it is very good in the Years 5 and 6 classes.
- Speaking and listening are taught well, across the school.
- Although the vast majority of pupils reach at least average standards, many lack imaginative language in their written work.
- Girls do better than boys, but the school is addressing this issue.

- Assessment procedures are good, but the information derived from these could be used more widely to inform pupils about the next step in their learning.

Commentary

66. Standards in English are currently broadly average by the end of Year 2 and above average by the end of Year 6. These standards are higher than those reached at the end of 2003 in the national tests, at the end of both Years 2 and 6. Achievement is good in Key Stage 2, especially in Years 5 and 6, where teaching and learning are particularly strong. The achievement of pupils in Years 1 and 2 is satisfactory, and there is evidence to show that a good platform is being laid for pupils to develop their literacy skills by the end of Year 2. Pupils with special educational needs make similar progress to their classmates, because they are supported well by teaching assistants. The individual educational programmes for improvement are tailored effectively to their needs and reviewed regularly. Girls generally do better than boys in national tests, especially in writing. The school is developing strategies to address this issue, by using more materials that inspire boys to write.
67. Literacy skills are generally promoted well. Standards in speaking and listening are generally good throughout Key Stages 1 and 2. In Years 1 and 2, pupils listen attentively and respond confidently to teachers' questions, often replying in full sentence answers. Teachers skilfully give pupils opportunities to discuss their work in pairs before presenting their views to the class. Puppets are also used effectively in Key Stage 1 to allow pupils to express their feelings. Similar innovative strategies are also used in Key Stage 2. Drama activities and group discussions give pupils the opportunities to develop their skills of speaking and listening. Teachers generally have high expectations and require coherent, well-formed responses and explanations.
68. Standards in reading are average in Key Stage 1. The skills of decoding are taught well in Years 1 and 2 and spelling patterns are identified and reinforced in lessons. Pupils have a sound understanding of the text being read and books are usually well matched to their ability levels. Pupils are not always sure about how the contents page and index should be used, but they have a good grasp of alphabetical order when using a dictionary.
69. There are designated reading sessions in both key stages that enable pupils to practise their reading regularly. However, teachers' records are not diagnostic enough and do not always identify strengths and weaknesses in pupils' reading. In Year 6, most pupils are competent readers and reach above-average standards. They enjoy reading at home and at school. There is evidence to show good levels of improvement in reading, especially in Years 5 and 6. Pupils read silently and have good recall of the passage. Higher-attaining pupils are using inference and deduction to analyse the writer's intentions. Skimming and scanning skills are being developed well. Most pupils are confident and prepared to read passages to the rest of the class in lessons.
70. Writing is a comparatively weaker area of English, although the vast majority of pupils reach average standards in both key stages. However, only a small proportion reaches above-average standards. This is particularly the case with boys. The weakness does not lie in spelling, punctuation or handwriting, but in the use of imaginative language. Too few pupils express themselves in the written form using lively, colourful language peppered with adverbs, adjectives and colloquialisms in order to bring their work alive. Although teachers plan thoroughly, they do not always cater well for the wide range of ability in their classes. Some teachers set one task for the whole class. This results in the most able pupils not being challenged sufficiently and the lower-attaining pupils becoming demotivated because the task is too difficult without the support and intervention of a teaching assistant. However, the teaching has many strengths and there are examples of inspirational teaching in Years 5 and 6. During the inspection period, the topic of journalism was being taught in three classes. Teachers

showed a high level of technical knowledge and engaged pupils well in discussion in order to elicit the key patterns evident in newspaper articles. Pupils tackled tasks well and analytically to achieve very good levels of work.

71. The curriculum is good and covers all the essential elements prescribed in the National Literacy Strategy. Assessment procedures in English are also good. There is good analysis of test results and the information derived is used effectively to modify the curriculum provision. Teachers are becoming skilled at levelling pupils' independent writing and giving guidance on what needs to be done next. The school has implemented a pilot project on target setting in English in one Years 5 and 6 class that is proving successful. This could be extended more widely and benefit a greater number of pupils. The comparatively new co-ordinator has a good subject action plan that gives a clear focus for future developments. Training has been identified to support her in her role. As yet, she has not had the time to monitor work in the classrooms.

Language and literacy across the curriculum

72. Although not specifically planned on a whole-school basis, language and literacy links are well developed in other subjects. There are good examples, particularly in history and religious education, of pupils using their literacy skills well. However, there is little evidence of the use of information and communication technology in English, particularly the use of word-processing.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The very good teaching and learning in Years 5 and 6.
- The setting arrangements for pupils in Key Stage 2 provides well for the different abilities.
- Recently introduced, good quality, comprehensive support for planning at Key Stage 2.
- The very good leadership of the co-ordinator.
- Mathematical language development at Key Stage 1 is not well developed.

Commentary

73. Standards in mathematics are broadly average by the end of Key Stage 1 and above average by the end of Key Stage 2. Pupils achieve very well by the time they leave the school when compared with similar schools. The 2003 national test results confirm these judgements. Pupils with special educational needs, supported well by teachers and learning assistants, achieve as well as their classmates. Boys and girls are currently making similar progress. The use of setting in Years 3 to 6 provides for different abilities and extends the more able. Although the target for the number of pupils to reach the higher Level 5 was not met in 2003, almost all pupils successfully attained the national standard. The targets for 2004 suggest a much higher performance by the more able pupils and a slightly lower figure for the total numbers of pupils reaching the national standard. This pattern of performance was confirmed during the recent inspection. In the 2003 tests at Key Stage 1, results were well below the national average due, by and large, to the low proportion of pupils reaching the higher levels. This year's revised targets show an anticipated improvement, with more pupils reaching the higher Level 2's and 3. The inspection evidence points to a very wide spread of ability in Year 2, with the majority of pupils reaching average standards. Achievement in Key Stage 1 is satisfactory overall. Indications are, however, that without additional support the numbers of pupils reaching Level 3 will remain low.

74. Most pupils enter the school with broadly average mathematical understanding. This year, however, there are a number of the youngest pupils in Year 1 who are still working towards the early learning goals. These pupils are in need of additional learning support if they are to achieve standards that are in line with national expectations by the end of Year 2. They do not have a good grasp of the comparative language of number. Their lessons, for example, in looking at less than, and more than, do not develop this understanding sufficiently. The older, and usually, more able pupils in Year 1 are within the two Year 1 and 2 classes. These pupils are supported well by learning assistants during their lessons. The more able pupils show they are beginning to understand the value of tens, and that it is more economical to count in tens and ones, rather than, for example, counting up to 63 in ones. They can count on in ones from any two-digit number and a study of pupils' work shows that they have experience of measures, shape, symmetry and estimating this term. By Year 2, pupils are working in the expected range for their age. They can recognise patterns in numbers and colours and are able to explain the sequence of a pattern well. The most able can count in fives, past 100. At Key Stage 1, pupils are set individual work using a computer number program; this provides good reinforcement of their learning.
75. By the end of Year 4 pupils achieve well. Almost all pupils are gaining a good understanding of the value of numbers to at least 1000. The highest ability group is successfully applying their knowledge of number to solving money and real life problems. By Year 5 and 6 all the pupils are achieving very well compared to their previous performance. Pupils with special educational needs can interpret graphs and the work scrutiny shows good manipulation of number and good quality investigational activities. The average and higher-attaining pupils in both year groups are very capable mathematicians. They are independent, thoughtful and enjoy a challenge. Indications are that the skills they are acquiring should see at least a third achieve above the expected standard for their age.
76. Overall the quality of teaching in the school is good. It is satisfactory or better at Key Stage 1. At Key Stage 1 the best teaching uses movement well to support counting. In these lessons pupils are engaged, listening, and learning from being interested. Praise is used well and learning assistants make a very valuable contribution. Pupils are being encouraged to think and begin to develop their understanding of mathematical language. However, a study of pupils' work indicates an over emphasis on colouring and dot-to-dot patterns. In Years 5 and 6 the best teaching was seen, with almost every lesson very good. The strengths include carefully planned lessons, clearly meeting the needs of pupils with different abilities and positively impacting on standards, lively teaching which captures pupils' interest and enthusiasm, and good use of information and communication technology. In these lessons, there is always a good working atmosphere, with pupils being supportive towards each other.
77. The co-ordinator provides very good leadership that has led to a raising of standards by the end of Year 6. Good quality, comprehensive support for planning ensures that the needs of all pupils are met. High quality evaluation of the end of the key stage tests ensures that teachers are aware of which aspects of mathematics need more focus in order to achieve the challenging targets that have been set. This is well supported by assessment information provided by the assessment co-ordinator. A calculations policy, recently written, is already helping to ensure consistent recording of mathematics through the school. The co-ordinator has yet to extend his influence to Key Stage 1 and has had little opportunity to monitor teaching and learning. A greater focus on mathematical language at Key Stage 1 and Foundation Stage should help achieve the target set by the co-ordinator to develop pupils' ability to give explanations when applying their mathematical skills. New semi-permanent interactive areas for pupils to 'play' with mathematics are being set up. A well-written action plan is clear about what needs to be achieved next to ensure further success. Occasionally, at Key Stage 2, information and communication technology is used effectively by teachers to support pupils' learning. There is, however, no evidence of the use of good quality computer programs by pupils to reinforce understanding.

Mathematics across the curriculum

78. Pupils use mathematics as part of their work in other subjects and, consequently, learn the practical application of their skills. Towards the end of Key Stage 2, they are able to apply their mathematical knowledge, for example, to help them make tables, graphs and charts in science. In geography, the work of pupils in Years 1 and 2 shows a use of pictograms and bar charts demonstrating, for instance, the results of a traffic survey. Displays in other areas of the curriculum effectively show the use of mathematical skills through the school.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Above average standards at the end of Key Stage 2.
 - The good quality of teaching and learning at the end of Key Stage 2.
 - The good use made of data analysis.
 - Work does not always take account of the needs of the different ability groups within each class.
 - The co-ordinator has yet to monitor teaching and learning throughout the school.
79. Although standards of attainment are average at the end of Key Stage 1, they are above average by the end of Key Stage 2 and this represents good achievement over time. In the 2003 national tests in science, all of the pupils in Year 6 achieved the expected level and over 50 per cent of those pupils achieved the higher grade. Standards were well above average when compared with similar schools nationally. The inspection found that pupils achieve well throughout the school. Pupils with special educational needs receive good support from teaching assistants and, consequently, also achieve well. The standards attained by pupils currently in Year 2 are in line with those expected, whilst pupils in Year 6 are working at above-average levels, because of the very good teaching that they receive. Teachers in these classes are particularly good at providing opportunities for the development of learning through scientific enquiry, and at encouraging pupils to use scientific language.
80. The quality of teaching and learning is good overall, with some very good teaching for older pupils. In all the lessons seen, teaching was at least satisfactory and often good or very good. In the very best lessons, teachers use questioning very well to probe and enhance pupils' understanding and set activities that provide appropriate challenge. In a class of pupils from Years 5 and 6, for example, the teacher challenged his pupils to classify a range of materials according to their properties and to group them accordingly. This lesson was planned and structured well, to take account of the needs of all pupils, and provided very good opportunities for them to develop their own ideas through co-operation with others. In one group, for example, there was a very interesting debate as to whether honey could be described as a liquid. The teacher supported pupils well and encouraged them to use appropriate language, such as 'transparent' and 'translucent'. Pupils worked enthusiastically and co-operated effectively and showed maturity in discussing the merits of possible solutions to their challenge. This very good lesson contributed significantly to pupils' personal and social development, by encouraging pupils to accept responsibility and to be aware of the need to listen to the views of others. Teachers generally provide good opportunities for pupils to record data in various ways, such as tables, graphs and charts, and this enables pupils to make good use of their literacy and numeracy skills. For example, pupils in a Years 1 and 2 class were encouraged to sort and classify materials by their characteristics. They began by using simple tables to distinguish one material from another and then wrote sentences to reflect their findings. Although pupils in Year 2 have completed computer-generated pictograms and bar charts to show the results of surveys relating to eye colour and traffic surveys, information and communication technology is used too little to support pupils' learning in science.

81. The school makes very good use of data analysis, and this is now playing a key role in the improvement of standards of attainment in science throughout the school. For example, teachers regularly analyse test results to see where pupils need additional support and plan work accordingly and this has contributed to the significant number of pupils achieving higher grades in the recent national tests. It ensures that there is a clear overview of attainment throughout the school and enables teachers to track the progress of individuals and groups of pupils effectively and to target support accordingly. For example, pupils with special educational needs receive good support from teaching assistants and consequently make good progress and achieve well, particularly in the Years 1 and 2 classes. The curriculum is appropriately planned and delivered on a two-year cycle to accommodate the needs of the mixed-aged classes and to ensure that all elements of the science curriculum are taught.
82. Although teaching is good overall, in some lessons, work is not planned specifically to meet the needs of all ability groups within the class. In a lesson in Years 3 and 4, for example, all pupils undertook the same task and worked at a similar pace. Whilst this was not a problem when pupils were engaged in the practical activities involving handling and identifying the various parts of a bicycle, pupils with special educational needs found difficulty when they were required to record their findings. As a consequence, they became frustrated and did not make as much progress as the other pupils in the class.
83. Although the co-ordinator has implemented a new policy and a scheme of work, based on government recommendations, he has yet to monitor either teaching or planning. This needs to be done to ensure consistency in teaching and learning. Although data analysis is good, assessment procedures are currently at a developmental stage and need to be refined.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- A recent improvement in resources and staff expertise.
 - Good subject leadership.
 - Pupils' attitudes and behaviour are good.
 - Insufficient use of classroom computers to support learning in other subjects.
84. Standards are average at the end of both key stages and are improving because of the recent improvement in resources and staff expertise. The training of most teachers has been carried out and this has increased their subject expertise and confidence and contributed significantly to improving standards of teaching and learning within the school. In the lessons observed, teaching was at least satisfactory, and much was good and very good. Lessons have a good pace, and pupils have good access to the equipment. On occasions when problems with equipment occur, teachers have sufficient expertise to overcome them and to ensure that the pace of the lesson is maintained. All classes are time-tabled to use the computer suite on a regular weekly basis and there are additional opportunities for teachers to hold further lessons where required. The recent purchase of an interactive whiteboard and a digital projector has improved the ability of teachers to demonstrate procedures and this has a positive impact on learning and achievement. The computer suite is networked to allow Internet access, although there are few opportunities for independent research. Teachers are supported well by teaching assistants, particularly in the use of programs that provide additional support for pupils with special educational needs. This often takes the form of group activities within the smaller computer suite. Other resources, such as cameras, a Roamer, and an electronic microscope, effectively contribute to pupils' learning.
85. Almost all pupils are highly motivated by the developments in this subject and discuss their work confidently and enthusiastically. They work well individually in lessons when required to do so

and share equipment sensibly when working in pairs. For example, in one lesson, pupils in Years 5 and 6 were introduced to the basic skills required for creating a multimedia page using Power Point. They worked confidently and competently in pairs to create, amend and improve their work and they were helped by clear instructions from the class teacher. In this lesson, pupils worked very enthusiastically, particularly when adding their own sound effects to their presentation. Pupils in Years 3 and 4 worked in pairs to access topic banks, with confidence, and were able to improve text by importing graphics and changing the size and colour of their display. Pupils clearly enjoy these lessons, and co-operating in mixed-ability groupings successfully promotes their social and moral development. Good planning allows pupils to work at their own pace and good levels of co-operation result. The curriculum for information and communication technology is covered well, and pupils are now reaching standards that reflect national expectations and they are achieving satisfactorily.

86. The subject co-ordinator provides good leadership. She has developed a scheme of work based on good whole-school curriculum guidelines and teaching now places an emphasis on the systematic development of computer skills. She has developed an impressive portfolio that exemplifies progression through the attainment targets in English, mathematics and science and is currently extending this to take account of other areas of the curriculum. The school now has an impressive website with information for both pupils and parents and the co-ordinator has implemented a clear policy for health, safety and security when using the Internet. She has a clear understanding of how to improve standards and has drawn up an action plan for future development. This highlights a commitment to monitor standards of teaching and learning throughout the school in order to ensure that information and communication technology consistently supports learning in other subjects of the curriculum.

Information and communication technology across the curriculum

87. Although the computer suite is used effectively, insufficient use is made of the computers that are housed within the classrooms and this is a missed opportunity for pupils to reinforce their knowledge and skills in other subject areas. In some lessons, computers are used, and there were some good examples observed during the week of the inspection. For example, pupils in Years 5 and 6 used their classroom computer to develop pages for a Power Point production based on Jewish artefacts as part of their work in religious education. In another lesson, pupils in Year 4 extended their understanding of nouns, verbs and adverbs as part of their literacy work. A study of pupils' work revealed other examples of good practice, such as when pupils in Years 1 and 2 had accessed the Internet to research a programme about Florence Nightingale as part of a history topic and pupils in Years 5 and 6 had researched the Sikh religion for religious education. However, too many opportunities are missed. Extended homework projects for the oldest pupils support the use of information and communication technology. Pupils research projects, such as 'The Victorians', and a 'Biography', through the Internet, with support and encouragement from home.

HUMANITIES

Geography

Insufficient evidence was gathered in this subject to make an overall judgement on provision. It was not possible to observe teaching and learning, because of the place of the subject in the school calendar of topics, however, pupils' work in Years 1, 2, 5 and 6 was sampled, and interviews held with the co-ordinator.

88. The quality of work in pupils' exercise books indicates that standards are broadly average at the end of both key stages and that achievement is sound. Pupils in Key Stage 1 use the local environment to identify different types of houses and focus on the facilities within their own village of Awsworth. A traffic survey is undertaken and results are translated in the form of bar

charts and pictograms using computer programs. Pupils are becoming familiar with the concept of a plan view and draw the furniture within the classroom from this perspective.

89. In Years 5 and 6 pupils have a sound knowledge of the maps of the World, Europe and British Isles, and can identify a good number of countries. In discussions, some pupils indicate that they find mapping work hard. They know that pollution from oil, car exhaust fumes and litter damage the environment. Pupils have a clear understanding of the water cycle and identify features related to river development, such as waterfalls and estuaries. Pupils in the upper school complete a good deal of research as homework. The best examples are contained in profiles of specific European countries. The links with the Chinembiri Primary School in Zimbabwe also provides a good focus for comparative studies.
90. Residential courses to areas such as the Lake District, enhance pupils' knowledge understanding and development of skills, because the experiences are first-hand and meaningful. However, there appears to be an over reliance on worksheets in lessons in Key Stage 2 and this often limits opportunities for the development of pupils' thinking skills and for forming their own views. The co-ordinator is new to the subject and has not yet had an opportunity to make an impact on the provision, although the school has plans to monitor standards during the current school year.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The subject links well with other curriculum areas, and pupils' literacy and numeracy skills are promoted effectively.
- The tasks set for pupils are not matched well enough to pupils' ability levels.
- The co-ordinator has not had sufficient opportunity to monitor the school provision.

Commentary

91. Standards at the end of both key stages are broadly average and pupils' achievement levels are sound throughout the school. It was not possible to make a judgement on the quality of teaching and learning in Key Stage 1 because no lessons were observed. However, samples of work produced by pupils in Years 1 and 2 were assessed, and this has been used to support overall judgements on the provision. The quality of teaching and learning in Key Stage 2 is satisfactory. Teachers use resources effectively to make lessons interesting and maintain pupils' interest. Pupils collaborate well and share ideas. They respond well to teachers' questions and absorb information readily. Although teachers plan lessons thoroughly with suitable learning outcomes in mind, they rarely set tasks that are matched well to the different ability ranges of pupils within their classes. This often results in the more able pupils not being sufficiently challenged in the sessions, whilst the lower-attaining pupils struggle to complete the work and become demotivated. Pupils in Year 2 compare successfully kitchen implements of the past, with those of today, and place toys of the 20th Century into a chronological order. In Year 6, pupils know that the rapid change in technology, since 1950, has brought improvements to society, in terms of transport, fashion, music and consumer goods. Pupils identify appropriate historical sources and link those to their own studies.
92. The curriculum is well balanced and provides a suitable range of topics, carefully planned to cater for the mixed-age group classes in the school. A strength of the provision is the links made with other subjects, such as art and design, through the making of clay pots, collage work and by creating Egyptian designs. Literacy and numeracy skills are also promoted effectively.

In Years 5 and 6, for instance, a pupil wrote a sensitive eyewitness account of a Victorian workhouse experience. Numeracy skills are reinforced by tallying and analysing historical data collected from parents.

93. The leadership and management of the subject are sound. The co-ordinator has appropriate experience in subject leadership. There is a good action plan, which itemises what needs to be achieved to improve provision, but to date no significant monitoring of standards and teaching and learning has been undertaken to form an accurate overall view.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teaching and learning is generally good and enhanced by the use of religious artefacts.
- The curriculum is well balanced, ensuring pupils learn from, and about, a range of different religions.
- Pupils lack a deeper understanding of non-Christian faiths.
- The co-ordinator has not had sufficient opportunities to monitor the school provision.

Commentary

94. Standards are broadly average at the end of both key stages and in line with the locally agreed syllabus. Pupils' levels of achievement are sound throughout the school. Pupils with special educational needs are supported well by teaching assistants and this enables them to make similar progress to their classmates.
95. The quality of teaching and learning is usually good, because teachers provide pupils with interesting activities and use good resources to enliven lessons. This was exemplified in a Years 1 and 2 class, when the teacher consolidated the learning, by providing pupils with a range of artefacts from the Sikh religion, which the pupils sketched, wrote about and made collages and clay models. The pupils in the class were interested and applied themselves well. They asked good questions which were answered by the teacher, so clarifying their understanding. A similar approach was used successfully in Key Stage 2. In a Years 5 and 6 class, the teacher used artefacts from Judaism, as a basis for group activities, in order to find the significance of items, such as the Torah Scrolls, Tallit shawl and Sedar plate. There are times however, when teachers could set more challenging tasks matched more closely to pupils' levels of ability.
96. The curriculum provision is well balanced and covers a range of Christian and non-Christian faiths. Pupils learn about other religious beliefs and also how to apply these principles to their own lives. In a passage entitled, 'I believe', a pupil in Year 6 wrote that the world should be a safe place and that the environment should be clean and fresh. However, pupils do not have sufficient opportunities to meet and converse with people from non-Christian religions; such opportunities would help pupils learn more about growing up in a culturally diverse society.
97. The co-ordinator is knowledgeable and experienced in the role, but has not yet had the opportunity to monitor the subject properly, in order to evaluate the standards and quality of teaching and learning. The subject action plan is a useful starting point itemising, as it does, what needs to be achieved in the next school year in order to improve the quality of provision.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Design and technology

Provision for design and technology is **satisfactory**.

Main strengths and weaknesses

- The curriculum takes account of mixed-aged classes.
- Pupils enjoy their design and technology lessons.
- Lessons in the afternoon are too long.
- The co-ordinator has not had sufficient opportunities to monitor the school provision.

Commentary

98. Two lessons were observed during the week of the inspection, and in both of these lessons teaching and learning were good. However, after an analysis of current and previous work, and discussion, both with pupils and the subject co-ordinator, standards overall are seen to be satisfactory at the end of both key stages. In the lessons observed, pupils co-operated well. In a lesson for pupils in Years 1 and 2, they shared puppets sensibly and obviously enjoyed handling them and comparing one with another. Good speaking and listening opportunities arose, as they discussed each puppet within their group, and then selected a puppet that they wish to make. By the end of the lesson, most pupils had made good progress in designing their puppet and higher-attaining pupils had planned the various materials and tools that they were going to need. In the lesson in Key Stage 2, the teacher challenged her pupils to construct a bridge from a limited range of materials with the requirement that it should support a weight of 300 grams. This lesson was planned and structured well to take account of the needs of all pupils and, as a result, pupils achieved well. Pupils worked enthusiastically and co-operated effectively to develop an appropriate structure and showed maturity in discussing the merits of possible solutions to their challenge. In discussions, pupils revealed that design and technology lessons were very popular and they spoke proudly about the moving toys, monsters and structures that they had been able to make. However, although pupils enjoy these lessons, some are time-tabled to last for the entire afternoon and it is difficult for pupils to sustain interest for such long periods. A number of pupils attend the weekly sessions of the needlework club. These enrich the curriculum for design and technology.
99. The co-ordinator has been instrumental in improving the provision for design and technology. She has implemented a scheme of work that is based on nationally recognised guidelines but adapted to meet the particular needs of the school. This scheme takes account of the mixed-aged classes within the school and the planning based on a two-year cycle, seeks to ensure that, what pupils learn, is carefully matched to their previous experiences, and gives good opportunities for pupils to increase and to practise their skills over time. The co-ordinator has improved resources, but has not yet had time to monitor planning and teaching throughout the school. A satisfactory system of assessment by teachers has been implemented, however, there are few opportunities for pupils to evaluate their own designs. Where this does happen, such as in Years 1 and 2, all pupils' evaluations concentrated more on the quality of their painting than on how they might improve on their design or the materials that they had selected for the task.

Art and design, music and physical education

100. In art and design no lessons were seen. In music only one lesson was seen for a sufficient time to make a judgement about teaching, and in physical education lessons only the oldest pupils were observed. It is not, therefore, possible to make a substantive judgement about provision in these subjects.

101. It is evident from teachers' planning and the displays around school that work planned in **art and design** is both varied and interesting. All teachers make an effort to make their classrooms and corridors both attractive and stimulating and displays often reflect links between different subjects of the curriculum, such as in Years 1 and 2, where pupils have designed a frieze based on the story of 'Elmer'. It is clear from discussion with pupils that they enjoy their art lessons, however, they have insufficient knowledge and understanding of the life and works of famous artists.
102. The extended absence of the art and design co-ordinator has limited development in the subject and planning and teaching have yet to be monitored. A suitable policy and scheme of work is however in place. Pupils have had the opportunity to participate in an art club run by a local artist and, during a designated 'Art Day', all pupils contributed to an attractive circus mosaic that is displayed within school. These activities enrich the curriculum and are popular with pupils.
103. In **music** it was only possible to observe one complete lesson during the inspection when teaching was seen to be satisfactory. It is evident from teachers' planning that music is varied and interesting. Discussions with pupils indicate that they enjoy their music lessons but that they have very limited knowledge of the life and works of famous composers. There are missed opportunities for pupils to sing together in most assemblies. However, when opportunities do arise, such as during the 'Star of the Week' assembly, pupils sing tunefully and with enjoyment.
104. The extended absence of the music co-ordinator has limited development in the subject. The co-ordinator has, however, developed a policy and scheme of work, which generally reflects the requirements of the National Curriculum and takes account of mixed-aged classes. Opportunities are provided for curriculum enrichment. In addition to normal music lessons, pupils have opportunities to participate in a range of instrumental tuition led by peripatetic music tutors and have enjoyed visits to the concert hall in Nottingham to appreciate orchestral concerts. These activities are popular with pupils. However, the organisation of peripatetic music lessons means that pupils are regularly withdrawn from the same lesson each week and often miss important parts of other lessons.
105. In **physical education** the evidence of planning and discussions with the co-ordinator indicate that the subject is well balanced and provides a full range of activities, including outdoor and adventurous activities during a residential trip. The school has formed good relationships with local sports clubs who provide pupils with good quality tuition in games, such as rugby, football, cricket and athletics. Extra-curricular activities are very good with opportunities for pupils at Key Stage 1 to participate in activities during the lunch hour as well as after school activities for pupils at Key Stage 2. This enables pupils to enhance their skills, especially through competitive team games.
106. The school gives a generous allocation of curriculum time to swimming tuition, by providing each year group from Year 2 onwards, with lessons at the local swimming pool. This investment, in terms of regular tuition, has helped to ensure that standards are high and achievement good. Almost all pupils in Year 6 meet the nationally accepted average standard by being able to swim 25 metres. Most pupils can swim distances beyond 200 metres and use a variety of swimming strokes. Pupils have a good understanding of water safety and know what steps to take in order to effect the rescue of a swimmer in difficulty.
107. From the evidence of the two lessons and discussions with pupils it is clear that this is a popular subject and pupils demonstrate very positive attitudes. They apply themselves well in lessons and sustain interest, even during vigorous warm-up activities. They have a sound knowledge of the effects of exercise on the body but could be more involved in evaluation of their own performance and of others in their class.
108. The leadership of the subject is very good. There is a detailed action plan for the subject's development with clear targets for improvement. A new scheme has been introduced to ensure

that it is taught consistently throughout the school. Monitoring of games skills has been undertaken and assessment procedures are being introduced. Pupils and teachers have access to a good range of learning resources and this contributes well to pupils' learning. The co-ordinator is also heavily committed to promoting sport and organising school teams.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education

Provision for pupils' personal, social and health education is **good**.

Main strengths and weaknesses

- The school provides a good range of opportunities.
- Pupils are encouraged effectively to live healthy lifestyles and form positive relationships with their classmates.
- Provision could be better structured to allow pupils to build on previous experiences.

Commentary

109. The school uses a good range of strategies to promote personal, social and health education. It is delivered through a variety of curriculum areas such as science, physical education, religious education, geography and through collective worship. In some classes personal, social and health education is taught as a discrete subject and proves successful in developing pupils' positive attitudes towards working in the school community. However, this practice is not consistent throughout the school.
110. Sex education and relationships are taught through science in Year 6. It is delivered sensitively in mixed and single sex groups. Pupils are made aware of the benefits and dangers of drugs. In the upper school, the Drugs Abuse Resistance Education project heightens pupils' understanding of the effects of drug misuse by developing the skills of assertiveness and problem solving. By the end of Key Stage 2, pupils have a good understanding of the need for a healthy lifestyle, the importance of exercise and the damage caused to health by smoking.
111. There are positive relationships amongst pupils, because the school fosters co-operation and collaboration in lessons and at break times. In whole-school collective worship the headteacher welcomes new pupils to school and encourages others to help them to integrate. In a lesson in Years 1 and 2, the class teacher skilfully used puppets to help pupils reason for themselves and find their own solutions to disagreements. Teachers have high expectations of behaviour in the classroom and in the corridors and playground. They stress the importance of thinking of others and not being selfish. Pupils' self esteem is boosted through a range of awards presented in assemblies for good manners, perseverance and good quality work.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	N/A
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	4
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7); not applicable (N/A).