

# **INSPECTION REPORT**

## **DALESTORTH PRIMARY AND NURSERY SCHOOL**

Sutton-in-Ashfield

LEA area: Nottinghamshire

Unique reference number: 122490

Headteacher: Mr J P Loker

Lead inspector: Mr J Palk

Dates of inspection: 13<sup>th</sup> – 15<sup>th</sup> October 2003

Inspection number: 255944

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:	251
School address:	Hill Crescent Sutton-in-Ashfield
Postcode:	NG17 4JA
Telephone number:	01623 459339
Fax number:	01623 459349
Appropriate authority:	Governing body
Name of chair of governors:	Mr N G Walker
Date of previous inspection:	October 2001

## CHARACTERISTICS OF THE SCHOOL

Dalestorth Primary and Infant School is an average sized primary school in a town that was formerly a coal-mining area. The school is part of a 'family' of schools and receives additional funding from the Single Regeneration Budget. The school serves a typical mix of housing and pupils come from a broad range of social and economic backgrounds. Eleven per cent of pupils are receiving free school meals, which is average. There are a few pupils of Asian descent and two children in the nursery learning English as an additional language. Teaching assistants provide extra support for these children. There are no refugees and very little movement of pupils in and out of the school. There are below average numbers of pupils with special educational needs; these are in the main pupils with moderate learning difficulties and speech and language difficulties. There are two pupils with Statements of Special Educational Need resulting from physical disabilities. The headteacher was appointed two years ago after a period of instability in the leadership of the school. Since then there have been alterations to the layout of the school and class sizes have been balanced. Pupils are taught in classes covering a two-year age range. There is a nursery class for sixty children who attend part time; their attainment on entry is below average. The school received a Department for Education and Skills achievement award for improvement in test results in 2002.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
23630	J Palk	Lead inspector	Science, design and technology and the Foundation Stage.
31754	C Roberson	Lay inspector	
32401	N Minns	Team inspector	English, information and communication technology, physical education and English as an additional language.
23319	V Leary	Team inspector	Mathematics, art and design and music
21750	S Hall	Team inspector	Geography, history, religious education and special educational needs.

The inspection contractor was:

Serco QAA  
Herringston Barn  
Herringston  
Dorchester  
Dorset  
DT2 9PU

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

### **OVERALL EVALUATION**

The effectiveness of the school is **satisfactory**. Standards attained in Year 6 are above average in English and average in mathematics and science, but some higher attaining pupils do not achieve as much as they should. The overall quality of teaching is satisfactory. Sound leadership provides a clear sense of purpose and direction and the governing body checks well on how the school is doing. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Pupils' achievements in reading and writing are good.
- Higher attaining pupils could achieve more in mathematics.
- In Year 6 standards in religious education are below expectations.
- There is a very good nursery and children make good progress in both the nursery and reception classes.
- Teaching assistants offer good support to teachers and pupils.
- The governors provide very good help in shaping the direction of the school.
- The procedures for assessing and tracking pupils' progress are good, however, not all teachers use this information well enough to ensure progress in lessons.
- Pupils are very well cared for, have good attitudes and behave well.
- Attendance levels are below average.
- Lessons are not always planned well enough to meet the wide range of needs in classes.

The school has made satisfactory progress since its inspection two years ago when it was judged to be underachieving. Good progress has been made in raising standards in English, mathematics, science and information and communication technology (ICT). The overall quality of teaching has not improved but teachers have higher expectations of pupils based on reliable information and there is more consistency in planning literacy and numeracy lessons. The school is better led and staff and governors are clear about what it has to do to continue to improve.

### **STANDARDS ACHIEVED**

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	D	B	B
mathematics	C	C	D	D
science	D	C	C	C

*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.*

**Achievement is satisfactory overall.** Pupils in the 2002-03 Year 6 were underachieving previously but they made good improvement in English in the last two years, which is reflected in the grades for 2003 shown in the table for similar schools. Children achieve well in all areas of learning in the nursery and reception classes and make very good progress in learning to work with others. By Year 2 almost all pupils reach average standards in mathematics, science, reading and writing. However, there is not enough challenge in science and mathematics for more able pupils in Year 2. In the current Years 3 to 6, pupils achieve well in reading, writing, science and ICT and attain standards that are above average in English and average in mathematics, science, ICT and art and design. Lower attaining pupils achieve well in mathematics because the school is taking account of what they have already learnt and sets demanding targets for them. However, higher attaining pupils are not sufficiently challenged in mathematics and this is reflected in the 2003 similar schools grade in

the table above. There is good support from the classroom assistants for those with special educational needs and they achieve satisfactorily. Older pupils do not achieve as well as they should in religious education because it is not given enough time in the school timetable.

**Pupils' personal qualities, including their spiritual, moral, social and cultural development are good.** They have positive attitudes to their work and behaviour is usually good. They develop well as independent learners and by Year 6 their personal confidence is high. Attendance levels are unsatisfactory; too many pupils have holidays during term time.

## **QUALITY OF EDUCATION**

**The quality of education provided by the school is satisfactory.**

**Teaching and learning are satisfactory overall.** Teaching is very good in the Foundation Stage, and children learn well as a result. English is taught well through the school, and work is well matched to pupils' targets. The mathematics teaching is satisfactory through the school. Teaching assistants are well informed about what they have to teach and this gives them the confidence to support pupils effectively. Teachers manage pupils well and relationships are very good. They explain things well and make clear the purpose of lessons. They do not use information about what pupils have already learnt rigorously enough in Years 1, 2, 3 and 4. In many lessons teachers do not have specific learning targets for different groups of pupils and consequently learning is not as good as it could be. Time is not always organised well enough to promote good learning in all subjects.

The curriculum is very good in the Foundation Stage, where it is well planned and stimulating; it is satisfactory between Years 1 and 6. Initiatives funded through the Single Regeneration Fund are beneficial to pupils, providing additional support in reading and writing. There is a good range of extra-curricular activities and good resources for ICT to support learning.

Pupils are very well cared for. Provision for those with special educational needs is satisfactory and well organised. Children learning English as an additional language are given good support and achieve well. The school has a good relationship with parents.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are satisfactory.** The headteacher has a clear vision of what the school is about, and has transmitted this effectively to all those involved. Standards are being well monitored. The school is well managed but there is not enough rigour in checking up on what is being taught. The work of the governing body is good. Governors are fully involved in setting challenging targets.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents are satisfied. They feel their children are well looked after and encouraged to learn. They approve of the strategies used to manage behaviour but would welcome regular homework. Inspection evidence supports their concern. Pupils like their school. They like the teachers and the way they are involved in helping make the school even better but they would like to have more physical education lessons. The team judged the time allocated to be sufficient.

## **IMPROVEMENTS NEEDED**

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

- Improve standards and achievement in mathematics and religious education.
- Make better use of assessment information when planning lessons in Years 1 and 4 and ensure teachers plan to meet the needs of the range of abilities in all lessons in Years 1 to 6.
- Improve attendance levels and reduce authorised absence.





## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning, subjects and courses**

Pupils' achievements are satisfactory overall and they attain average standards in the Foundation Stage and in Years 2 and 6.

#### **Main strengths and weaknesses**

- Achievement in the Foundation Stage is good.
- Reading and writing standards are improving and there was good value added to the test results for Year 6 pupils in 2003.
- The standards of higher attaining pupils in mathematics are not high enough.
- Pupils achieve well throughout the school in English and ICT.
- Older pupils could achieve more in religious education and geography.

#### **Commentary**

##### **Standards in national tests at the end of Year 2 – average point scores in 2003**

Standards in:	School results	National results
reading	15.8 (16.0)	15.9 (15.8)
writing	14.7 (14.3)	14.8 (14.4)
mathematics	15.8 (16.9)	16.4 (16.5)

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

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

Standards in:	School results	National results
English	27.7 (26.1)	26.8 (27)
mathematics	26.2 (27)	26.8 (26.7)
science	29.0 (28.9)	28.6 (28.3)

*There were 43 pupils in the year group. Figures in brackets are for the previous year*

1. Standards at the last inspection were judged to be below average in reading, mathematics and science and well below in writing. Pupils' progress was unsatisfactory and the school was underachieving. The underlying trend of improvement in test performance is now above that found nationally. The school has been successful in raising standards in tests at the end of Year 2 and Year 6, although there is variation within this. The school has made good progress in raising standards in English and science. More able pupils in the 2003 Year 6 tests attained above average standards in writing and science, compared with similar schools, but results were below average in mathematics. Proportions of pupils reaching average standards in English and mathematics exceeded those of similar schools, and the gains made by lower attaining pupils were good. Pupils who took the Year 2 tests in 1999 made above average gains through Years 3 to 6 in English and average gains in science. Higher attainers did not achieve as well as they should have in mathematics compared to similar schools. Boys have shown consistent improvement in test scores in all three subjects but girls do less well in the science tests than boys.

2. Standards seen during the inspection largely reflect continuing improvement. Children start school with below average communication and language skills and some have well below average social skills. The provision is good for these areas of learning. The children achieve well but gains are hard won. By the time they start in Year 1 most children have reached expected learning goals in mathematical development and personal development but there are significant numbers who still have below average communication and literacy skills.
3. In Years 1 and 2 pupils' achievements are good in English. Pupils achieve well in reading and writing in Years 1 and 2. Both are taught confidently and pupils benefit from the good support of teaching assistants. Achievement is satisfactory in mathematics and science. There is not enough challenge in the mathematics work for higher attaining Year 2 pupils and many do not reach the standards they could. Most pupils reach average standards in science but there is not enough emphasis given to pupils speculating in science before practical work.
4. Achievement in English is good through Years 3 to 6. Pupils continue to achieve well in reading and writing. This is helped by increased variety of writing opportunities and extra writing lessons for all pupils. Boys in particular are writing more as they become confident with their spelling and the structure of written work. Regular re-drafting of their work or sharing with partners has instilled in all pupils a better understanding of making the writing appropriate to its audience. The various approaches to teaching reading are working. As well as the additional reading lessons some older pupils receive extra support from parents and teaching assistants. This is effective in raising their attainment.
5. Achievement in mathematics is satisfactory but there is still some under-achievement in Years 3 to 6. Whilst the teaching is satisfactory not enough emphasis is given to using strategies to solve problems or to extend and challenge the higher attaining pupils through investigative work. The higher aspirations of these pupils are not being met through improving opportunities to use mathematics in the wider curriculum.
6. Achievement in science is good in Years 3 to 6. The emphasis on practical work has improved pupils' subject knowledge, whilst greater confidence in writing is helping them to explain their findings clearly.
7. Achievement in ICT is good. The school has reorganised the resources and trained staff in the use of software and this is helping pupils catch up lost ground. In particular, the pupils in Year 6 are now sufficiently competent in basic skills. Standards in religious education have declined since the last inspection and are below expectations. Geography skills are not planned systematically through Years 3 to 6 and the sampling of work showed that pupils are not achieving as well as they should. Neither religious education nor geography receives much emphasis in the timetable and subject managers do very little monitoring of teachers' planning to ensure an appropriate match of work to meet pupils' learning needs.
8. Lower attaining pupils achieve satisfactorily and many reach average standards in the core subjects by the end of Year 6. Pupils with special educational needs achieve their individual targets. There are no differences in the achievements of boys and girls or of pupils from minority ethnic groups.
9. Tracking of children's progress is very well developed in the Foundation Stage in all areas of learning and contributes to their good achievement. The headteacher, the assessment manager and governors carefully track the performance of pupils at the end of each year in reading, writing and mathematics and this is ensuring that challenging targets are set for all pupils. In the last two years governors have raised the targets set by the local education authority for performances in national tests. Last year these were met by raising the attainment of lower attaining pupils by as much as one level in one year. In English these targets are well understood by teachers and pupils and supported through providing extra resources. In mathematics the information is used to tackle aspects of mathematics teaching but is not influencing all teachers' planning within the mathematics sets.



## Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Attendance is unsatisfactory and rates have fallen in the last two years. Punctuality at the start of the day is, however, very good. Pupils' personal development, including spiritual, social, moral and cultural development, is good.

### Main strengths and weaknesses

- Attendance continues to be unsatisfactory although rates of unauthorised absences have improved in the latest reporting year.
- Pupils settle well into school routines, especially in the nursery; they enjoy school and have positive attitudes to work.
- Effective behaviour policies guide staff in the management of behaviour and pupils believe they are treated fairly.
- Relationships are very good throughout the whole school community.
- Pupils' spiritual, moral, social and cultural development is good and their personal development is promoted well because of the consistent care they receive from all adults in the school.

### Commentary

#### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	6.1	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 complete reporting year.*

10. Attendance is below average. Procedures are satisfactory and the school is following local authority guidelines. Although office staff are conscientious at collecting weekly and termly figures, the managers do not monitor and analyse patterns. Codes for recording absence are used inconsistently through the school. Consequently the school cannot move forward with action to reduce absence. In addition a small minority of pupils do have problems getting to school every day despite support from the educational welfare service. These families are not giving the school their full support and adversely affect figures.

#### *Ethnic background of pupils*

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black African
Mixed – White and Asian
Asian or Asian British – Indian

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

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
242	0	0
1	0	0
3	0	0
2	0	0
1	0	0
2	0	0

11. There were no exclusions in the last reporting year or in the last academic year. There is a consistent approach to managing behaviour that ensures any incidents are dealt with swiftly and fairly. This is backed up with a good system for rewarding pupils' endeavours, which

contributes to their positive attitudes. Pupils' good levels of politeness match their good behaviour in class and around the school. Their eagerness to learn makes a good contribution to their personal development. The children in the nursery get off to a good start because of the many stimulating and enjoyable activities that encourage them to play safely and respect any differences between them. Relationships are very good throughout the school. Pupils take a full part in all that school provides. They speak of it being a calmer school than two years ago because behaviour is better among older pupils on the playground. They have every confidence in the adults who work with them. They often work well in pairs or independently and are learning to think for themselves as well as care for each other. The increase in pupils' confidence and self-esteem as they move through the school is reflected in their improved academic achievement.

12. Personal development is well promoted through spiritual, moral, social and cultural provision. Good attention has been given to ensuring that pupils learn about each other and about other cultures and faiths. Pupils value their involvement in setting class rules and advice on their personal and academic targets. Weekly opportunities for pupils to share their views with the class encourage them to feel valued. The many pupils who apply for election to positions of responsibility, such as monitors or members of the school council, are thus educated in the ways of responsible citizenship.

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides all pupils with a satisfactory education. The teaching and learning are satisfactory. The curriculum is satisfactory overall and very good in the Foundation Stage. Pupils are well cared for and there are good links with other schools, the community and parents.

### **Teaching and learning**

Teaching and learning are satisfactory, and very good in the Foundation Stage. Assessment is satisfactory overall.

### **Main strengths and weaknesses**

- Very well organised activities in the nursery and reception class encourage children's independence and enthusiasm for learning.
- Reading and writing are taught well and consequently pupils learn these skills well.
- Good use is made of teaching assistants and other adults to support lower attaining pupils.
- Teachers' planning and subject knowledge is variable in mathematics and foundation subjects, hindering achievement.
- The use made of assessment information to plan work in Years 1 to 4 is unsatisfactory.
- Homework is not used effectively to reinforce learning.
- The marking of work is inconsistent so that pupils are not clear about how to improve.

### **Commentary**

13. Teaching in the nursery is very good, and it is good in the reception class. Time is managed well, providing a balance of direct teaching and the chance for children to work in groups or learn on their own through play. Routines are well established and encourage children, who in the main have poorly developed social skills, to acquire independent and collaborative skills needed to make a success of their education. However, the limited literacy skills of most pupils reduce the impact of the very good teaching, so that pupils' learning is good rather than very good. Teaching assistants work extremely well together; they are very well organised and play purposefully with the children, encouraging as much talk as possible. Their initiative in directing learning helps children, including those with special educational needs or learning English as an additional language, to learn well. The tracking of children's development in all areas of learning is carried out meticulously at each activity and helps teachers and assistants plan the next

steps required for all children to make the best progress. A strong feature of the nursery teaching is the use by adults of suggested questions for each area of learning, which sharply focuses them on what is to be achieved.

### **Summary of teaching observed during the inspection in 44 lessons**

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (2%)	4 (9%)	10 (23%)	28 (64%)	1 (2%)	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.*

14. The teaching of literacy is a strength. Teachers are good at adapting literacy lessons to meet the needs of individuals. There is a real enthusiasm for reviewing and improving writing that serves to motivate pupils to do even better. The constant reminder of what individuals are aiming to achieve in their written work or reading is regularly checked up on and marking is often used to add an extra push to learning. Teachers are knowledgeable about teaching English. The headteacher and subject manager have provided good training so that teachers are better able to assess pupils' attainment levels. This has led to much sharper teaching of skills needed to move pupils on. Teachers make good use of opportunities in history and geography to develop their writing skills.
15. Teaching assistants play a big part in the success of English teaching. They supplement and enhance the quality of teaching and provide additional lessons in reading. The progress of pupils in these sessions is carefully tracked and good communication exists between teacher and assistants. They are equally supportive in mathematics lessons where they will often support the less able with well placed questions and encouragement.
16. Teachers' planning is satisfactory overall. Teachers are well prepared but do not plan to ensure that lesson time is used fully to maximise the learning opportunities for all pupils. In mathematics teachers do not plan work that is sufficiently challenging or matched to pupils' needs. In particular there is a weakness in teachers' subject knowledge in aspects of mathematics, to ensure that higher attaining pupils are sufficiently extended during the main part of the lesson.
17. Other than in English, teachers do not use the assessment information they have to ensure they plan lessons that are sharply focused. This is a particular weakness in Years 1 to 4. The guidance that informs teachers when they plan daily lessons is not precise enough in showing the particular skills to be taught to pupils of different abilities. Consequently, the pitch of lessons too often falls at the average level, with higher attaining pupils not being challenged and lower attaining pupils struggling, unless there is additional support available. Inspectors' scrutiny of work confirmed that too often all pupils had been expected to achieve the same objective in the work. Consequently some pupils find the work too hard and others too easy. This prevents them from progressing as well as they could.
18. Teachers do not capitalise on homework to cement learning. The homework club provides effective additional teaching for older pupils in the run-up to their national tests but little else. Parents and pupils commented on how irregular homework is and this makes it difficult for them to value it. The school is still without a policy with clear expectations for teachers. The marking of English work focuses well on pupils' targets and there are some good examples of helpful marking in Years 4 and 5. However, marking is inconsistent through the school in mathematics and science and does little to indicate to pupils what they need to do to improve.

### **The curriculum**

Overall, the curriculum is satisfactory. It is broad but not sufficiently balanced throughout the school. However, it is enriched by good extra-curricular activities. The accommodation and resources are satisfactory and enhance learning.

### **Main strengths and weaknesses**

- The range and quality of experiences provided in the Foundation Stage are very good.
- Guidance on the content of the curriculum is well organised for mixed age classes but there is insufficient monitoring of what is taught.
- Pupils' literacy skills are developed well across all subjects.
- The use of additional adults to support pupils is good throughout the school.
- The school lacks a coherent strategy to develop personal, social and health education up to Year 6.
- There is good extra-curricular provision and learning outside the school day.

### **Commentary**

19. Improvement has been satisfactory since the last inspection. In the Foundation Stage pupils enjoy a wealth of curriculum experience. There is now greater coherence in the provision for literacy, numeracy and science teaching, which is having an impact on standards. The long-term map of the curriculum is clearer. Good use is made of topics to link subjects such as design and technology and science and this helps pupils' learning. There are good challenges provided to extend reading and writing skills in history and geography lessons, helping pupils to consolidate new skills; however, numeracy skills are not sufficiently used in geography and science to challenge pupils and raise attainment levels.
20. The quality of planning of lessons for mixed age and mixed ability classes is not checked on to ensure experiences and skills are being systematically developed and this causes some inconsistencies in pupils' experiences. The recent emphasis on ensuring pupils catch up lost ground in English and mathematics has meant that there has been a lack of coverage of geography and religious education and in consequence pupils do not achieve their potential in these subjects.
21. There is satisfactory provision for pupils with special educational needs and good provision for those children in the nursery learning English as an additional language. There is good support for meeting the needs of pupils with special educational needs and lower attaining pupils in lessons. This is significantly enhanced by the contributions of very experienced teaching assistants, students and adult volunteers who make a valuable contribution to pupils' learning.
22. Planning for personal, social and health education (PSHE) has improved and is now satisfactory. Good attention is given to sex and drugs education. Pupils have the opportunity to discuss personal and social issues in Years 1 to 4, but this happens much less frequently in Years 5 and 6 because the school still lacks a coherent overall strategy for this provision.
23. Good use is made of visits to support pupils' learning in cultural education, art and the humanities. Furthermore, the school draws well on visitors from the local community, as well as organisations such as theatre in education groups, to enrich the curriculum.
24. While the general level of resources and accommodation is good to support the curriculum, the hall does not provide enough space for older pupils to benefit from a good range of learning experiences in physical education.

### **Care, guidance and support**

The school makes very good provision for the welfare, protection, health and safety of its pupils. Staff give good care, support and advice to pupils based on the monitoring of their personal needs and achievements. The involvement of pupils in the school's work and development is good.

## **Main strengths and weaknesses**

- Close and purposeful relationships are established with parents of nursery pupils.
- The school provides a warm, happy and caring environment where pupils are treated equally.
- Procedures for child protection are very good and those responsible for first aid are experienced and competent.
- The school ensures that pupils know that they are listened to and that their individual and collective opinions are valued.

## **Commentary**

25. Children are very well cared for by all the adults in the Foundation Stage. They have a very good understanding of the children's needs based on accurate and up-to-date information about their progress in all areas of learning. This is enhanced by regular contacts with all parents and is gathered together in a book for all to share. Parents are confident that the needs of their children are put first and communication is very open, regular and supportive. Thus effective links are established with all new parents, which help enable pupils to settle quickly and happily into school routines.
26. The school has developed a thoughtful care strategy that effectively ensures pupils are happy in school. This provision is enhanced by the school's detailed knowledge of its pupils that enables adults to support troubled pupils. Strategies such as the celebration of achievement in assembly, the carefully managed behaviour scheme, the personal, social and health education sessions and the school council raise self-esteem and standards of behaviour. The school uses assessment data well to guide pupils' personal and academic progress and to deploy support staff effectively to provide additional guidance. Parents are well informed of the support their pupils receive in school and how they can help. The school has forged good links with the secondary school that ensures they are aware of individual pupils' needs when they change schools.
27. Governors actively ensure that the health and safety policy is monitored and reviewed regularly. Checks and audits are undertaken and effective risk assessments cover activities on and off site. Those with specific responsibilities, for example, for child protection and for first aid, including the overseeing of the few pupils with more specific medical needs, are very secure in their role. A range of training needs is regularly reviewed and met which helps ensure that standards of welfare are high.
28. Pupils know that their views matter and recently have taken responsibility for resolving conflicts at playtime. Through the school council, which involves two pupils from each of Years 2 to 6, the views and opinions of pupils are considered. The school values its pupils' opinions and takes them seriously. Pupils are successful in raising considerable sums of money for others. Such activities prepare pupils well for their role as future citizens.

## **Partnership with parents, other schools and the community**

Good links with parents, the community and partner institutions make a good contribution to the education of the pupils and parents are satisfied with much of the school's provision.

## **Main strengths and weaknesses**

- The success of recent initiatives has strengthened the partnership with parents and the community.
- Effective links ensure that pupils are well prepared for later stages of education.
- Homework is not used effectively to involve parents in pupils' learning.



## **Commentary**

29. In the last two years there have been exciting developments, which involve parents and the community much more in the life of the school. Some well-established links involve and interest boys and girls in football and cricket, in the Mansfield Fun Run and in local charities. Sponsorship from businesses within the community has been used to improve the curriculum, for example, providing good quality utensils for the new cookery room. The school shares some resources with other schools, such as a teacher who attends one afternoon a week to provide adult computer classes. Many students complete work placements in the school, which is recognised for its willingness to offer support in this way. The school has good links with local organisations including the professional football club and county and local cricket teams. These benefit all pupils.
30. The school prepares pupils well for the next phase of education. There are good links with the local secondary school and at the end of Year 6, some elements of pupils' work are planned and taught with the help of secondary school teachers. Funding for pupils with special educational needs is devolved to the local 'family' of schools who work together to allocate it to individual schools. This is a model of good practice as it allows greater flexibility while strengthening the partnership with the secondary school. It also encourages schools to share effective approaches to supporting pupils with special educational needs.
31. Parents are satisfied with the school and are quick to praise the open and easy communication with staff. The headteacher is active in encouraging their interest in the school and is always available and accessible. Parents are kept well informed through newsletters, the school prospectus, the annual reports from governors, school open evenings and through written reports. They really like being able to share a cup of tea in the mornings while their children enjoy a cooked breakfast.
32. Concerns brought to the attention of the school by parents are usually resolved. Homework, however, continues to be an area that displeases some parents and pupils and as found at the time of the previous inspection there is no policy to guide and inform staff and parents. The impact of homework on achievement is unsatisfactory for older pupils.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management by the headteacher and key staff are satisfactory overall. The work of the governing body is good.

### **Main strengths and weaknesses**

- There is a clear shared focus on what the school has to do in order to continue to raise standards.
- Effective tracking of pupils' progress and achievement has led to improved standards.
- There is good leadership of the Foundation Stage, literacy and science but not enough rigour in the monitoring of other areas of the school's work.
- Arrangements for monitoring teaching do not ensure that sufficient action is taken to improve ineffective practice.
- The school's budget is carefully monitored and finances used efficiently within a good school improvement plan.
- Governors are having a substantial impact on the work of the school.

## **Commentary**

33. The headteacher provides sound leadership and direction that have improved the school's performance. Information on attainment has successfully been used to raise expectations in English, mathematics and science. Whilst teaching and learning have improved in key areas

such as English, science and ICT the leadership has been less than rigorous in tackling the impact of weaker lesson planning and ensuring that there is sufficient challenge in mathematics teaching.

34. The senior management team has been effective in tracking the progress of pupils, and in analysing strengths and weakness in attainment to develop short and longer term target setting and provide effective support for pupils. These improvements have resulted in rising standards and achievement in English, mathematics and science. The school has focused in recent times on developing and improving the curriculum for English, mathematics and science to ensure that better opportunities are offered. Despite the active involvement of the senior management team, monitoring and evaluating of the curriculum and teaching and learning have not been wholly successful. In consequence, the quality of teaching and learning remains satisfactory in Years 1 to 6, which is no better than at the previous inspection.
35. The school has improved provision by increasing the number of teachers and well trained support staff, who work effectively with the teachers in providing good support for pupils. For instance, there is impressive teamwork in the Foundation Stage where some very good support is provided for pupils with special educational needs. Subject managers play their part in pushing the school forward. This is apparent in several subjects, for instance, ICT, science and English, which have seen some improvements in provision and standards. The management of special educational needs is also effective, and has been particularly successful in helping pupils make progress in English. The assessment co-ordinator has begun to use the information about pupil performance to seek further improvement but has yet to influence how teachers use this information to improve the challenge offered to pupils in lessons. The school has effectively used performance management to motivate teachers and give direction to their professional development. A striking feature throughout the inspection time was the positive morale and constructive working relationships of the staff. The school's commitment to, and impact on inclusion and equal opportunities is good.
36. The school's improvement plan is good and is securely based on its self-review procedures and its links with local education authority review reports. Planning is then effectively broken down into specific action plans around particular priorities for each school year. All staff are aware of their role within the plan and what resources are made available to them, including time to check on pupils' achievements. The headteacher and the governors monitor the school's finances carefully and spending is closely linked to agreed priorities in the improvement plan. They have also been successful in attracting additional funding to support particular projects, for example the 'Lifelong Learning' funding for developing the skills of learning support assistants in teaching literacy and numeracy. Major spending decisions are put out to competitive tender and the school seeks best value in its purchases. The reasonable budget surplus is committed to support building works and the retention of support staff.

***Financial information for the year April 2002 to March 2003***

Income and expenditure (£)	
Total income	769427
Total expenditure	745241
Expenditure per pupil	2358

Balances (£)	
Balance from previous year	73563
Balance carried forward to the next	24186

37. The governing body is fully involved in shaping the school improvement plan, and governors' high expectations of the school are reflected in the demanding targets that are set for pupils in Year 6. They are active in ensuring these targets are reached. This is evident in the allocation of resources for ICT and the strategic decision to employ more teaching assistants. Governors have a pivotal strategic development committee that is part of their monitoring of the school and they seek the views of pupils, parents and teachers on progress towards the school targets.

## **COMMUNITY PROVISION**

The additional funding through the Single Regeneration Budget (SRB) has had a good impact on the achievements of lower attaining pupils in reading and writing and the partnership with the community.

### **Main strengths and weaknesses**

- The enthusiasm of the school and the commitment of those involved in this project are ensuring its success.
- Education support programmes are effective and the impact of them is monitored closely to ensure they give good value.

### **Commentary**

38. A group of lower attaining older boys and girls has been motivated and their literacy skills have significantly improved through their weekly involvement in the 'Building Learning Communities' project. Led by a very enthusiastic teaching assistant the pupils benefit from well directed teaching in small groups. In addition pupils take home books chosen from a good variety provided in a small club organised by parents. Out of 12 similar projects in the Nottingham area this one has been evaluated externally as the most successful in terms of pupils' improved reading and writing scores. Pupils who attended this club last year improved their performance by as much as one reading level in the year.
39. Extended services are also promoting computer skills and enjoyment for parents and members of the community who sign up for a weekly afternoon course in the ICT suite. This project is part of a national programme to teach parents the skills their children are learning and has been successfully facilitated by the school. A promising start has been made; those involved speak highly of the tutor, who comes from a nearby college, and testify to their increasing confidence.

## **PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS**

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

Provision for children in the Foundation Stage is a strength of the school. Children from below average starting points achieve well in all areas of learning because the teaching is very good. Both classrooms provide a rich and stimulating place for children to learn in. Those with special educational needs are very well supported. All children's learning is carefully tracked and the support provided by teaching assistants is very well managed and of very good quality. A good ratio of experienced adults to children ensures that children are kept purposefully busy and there is opportunity for the adults to respond to individual needs. The provision has improved well since the last inspection through the introduction of a rigorous system for recording what children have achieved in the six areas of learning. The regular attention given to each child's progress in the areas of learning over the week ensures a very good match of activity to their learning needs. The Foundation Stage is well led and managed.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- The classes are calm and well organised.
- A very good range of stimulating activities encourage children to collaborate and co-operate.

#### **Commentary**

40. The daily routines offer security and lead children towards increasing confidence. Teaching assistants sit amongst the children encouraging participation and join in with the discussions. Their model of being well organised but also taking decisions for themselves helps these children learn important social skills. The teachers and adults organise the classroom and outside areas so those children have space to work and play without disturbing others. Staff show how to use these areas and children correctly learn the best way to behave. For example, social involvement through playing on trikes is very well managed through road marking and assortment of street furniture to encourage safe play.
41. When necessary staff correct children firmly but gently, supporting self-esteem. Children are encouraged to play a part in all activities, particularly role-play where they learn to listen and join in with each other's performances. By using each other's efforts, such as menu cards or shopping lists as aids to play, children perceive that their work is valued. There are good routines to encourage responsibility that increase as children get older, for example taking registers to the office and helping put away equipment.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- The children with special educational needs achieve well.
- Literacy is taught well.
- The links with parents through the book partnership are not developing.

#### **Commentary**

42. Just over half the children are well on course to reach the expected levels by the start of Year 1. Achievement is good, although the standards of some are still below average because of difficulties expressing themselves clearly. Very good emphasis is placed on improving pupils' speaking and listening skills by encouraging them to answer in sentences and by asking them to repeat words that they are unsure of.
43. The development of reading and writing has a high priority and children achieve well. Careful records are kept of each child's development in both areas so that appropriate help can be given to move children forward. There are many opportunities for children to listen to stories and enjoy looking at books. The good collection of large picture books in the reception class, supported by puppets and games, is particularly effective in allowing plenty of chance for children to 'tell' the story themselves. The nursery teacher was a very good role model when she shared the story 'Mother Hen' with the children, carefully showing them how to turn the pages and asking children what they might expect to happen next. Children are well motivated to read, learn their alphabet with enthusiasm and enjoy the challenges of sound games. Boys and girls often chose reading as an activity.
44. All adults reinforce writing skills and there is a reasonable supply of pencil and paper for children to enjoy using for writing activities. The activities to encourage shaping letters are exciting and form part of the very good provision for outdoor activity in the nursery. Higher attaining reception children are writing their own picture stories. Expectations are high of their achievements and a good record is kept to share with parents and to monitor progress.
45. Particularly good attention is given to the communication needs of those with special educational needs and those learning English as an additional language. The teaching assistants who work with two children with special educational needs ensure that they are fully included with their peer group. In one activity the group scripted and performed their own version of Mrs Wishy Washy. The presentation was of great benefit in developing very limited speaking skills as well as helping them to learn how to respond to audience. Role-play in the café was equally effective, as the child concerned was encouraged to say 'please' and 'thank you' when asking for the menu.
46. The partnership with parents is not fully developed in the reception class and their contribution to children's learning is untapped. Not enough time is given to monitoring the reading diary. The books that are available for children to take home are limited, although there is a wide range of picture and storybooks that are shared with children in class.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- The links between outdoor activities and mathematics are effective in helping children acquire mathematical vocabulary.
- The use of play reinforces mathematical knowledge well.

### **Commentary**

47. Teaching and learning are good. By the end of the reception year standards are close to what is expected for most children and achievement is good. Many opportunities are used for counting activities. Nursery children enjoy singing counting rhymes. Reception children especially enjoyed counting forwards and backwards with great enthusiasm and finding out what numbers were missing from the washing line. The mathematical language of number and shape is clearly displayed in many areas of the classrooms. It is in regular use with the teachers and adults. During a game with solid shapes in the outdoor area an adult in the nursery used terms such as near, far, sides and edges. The children had great fun in the playground delivering the

right objects to the correct places on their trikes. Each delivery was accompanied by the assistant reinforcing what they had learnt by asking them to describe both the object and the shape. During an activity in the reception class the assistant gave clear questions to develop the child's explanation of the shape they had made with reference to its properties.

48. The very well equipped sweet shop encouraged children to be accurate with their weighing of the real sweets. Mathematical development during this play benefits from the presence of an adult who encourages accurate counting.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in this area is **good**.

### **Main strengths and weaknesses**

- A wide range of activities that are imaginative and enjoyable stimulate children's interests.
- Children's progress in these areas is carefully recorded to ensure children are appropriately challenged.

### **Commentary**

49. Teaching is very good. Activities that encourage the development of knowledge and understanding are well resourced and there are enough adults to ensure that observation and enquiry skills develop well. For example in the reception class an adult encouraged the children to compare the sizes and shapes and to marvel at the variety of carefully chosen conkers as they explored the surfaces through magnifying glasses. The nursery teacher provides suggested questions to encourage discussion and provides the necessary focus for individual children. These are based on the adults' observations of the children's early endeavours. This ensures learning very effectively builds on what children already know. By the end of the reception year most children are on course to meet the expectations in this area, having the necessary encouragement to develop their curiosity.

## **PHYSICAL DEVELOPMENT**

Provision in this area is **satisfactory**.

### **Main strengths and weaknesses**

- The outside area is attractive and gives children many well resourced areas to play in and continue learning.
- Reception children do not regularly use the hall for physical development.
- Children's progress in these areas is carefully recorded in order that skills can be taught effectively.

### **Commentary**

50. Children make sound progress and by the end of the reception year most are on course to meet expectation in this area. Teaching is very good in the nursery. Physical development in the nursery class is very well provided for. There is an excellent range of resources that help children gain confidence and be healthy and active. There is careful planning of the outside areas to ensure the full range of experiences and the children's development in these areas are carefully recorded and added to their profile so that adults can provide additional support. The tracking ensures that all children gain regular access to the outdoor activities and have opportunities to develop skills such as cutting. Modifications to what is available are changed regularly, so maintaining a high level of enthusiasm amongst the children. The reception children regularly use the very well resourced outside area attached to the nursery class.

Although the hall is an adequate facility for young children it is only used twice a week by the reception class and consequently the chances to develop their physical skills through games, dance and other movements are not as developed as they could be.

## **CREATIVE DEVELOPMENT**

Provision in creative development is **very good**.

### **Main strengths and weaknesses**

- This is a very well resourced area of learning and children achieve very well.

### **Commentary**

51. The teaching is very good and most children are on course to exceed expectations in this area of learning. The resources for creative activity are carefully selected and well organised for children to play freely and express their creativity. Adults are also on hand to encourage and direct children, encouraging them to take their time but also using the opportunity to develop their spoken language. For example there is a very well resourced sweet shop outside the reception class and a café where adults join the children in play. Adults are on hand to join in the learning in the music area, helping with compositions and repeating patterns. Both classes have access to computers where the teaching is confident and adults' support sufficient to ensure learning is well matched to children's needs. This area of learning makes a very good contribution to the development of children's communication skills.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH**

Provision for English is **good**.

### **Main strengths and weaknesses**

- Standards in reading and writing are above average by the end of Year 6.
- The quality of teaching is good in Years 3 to 6.
- The impact of intervention programmes has successfully raised the attainment of all pupils.
- The leadership and management of the subject are good.

### **Commentary**

52. Overall, the standards attained by pupils by the end of Year 2 are in line with national expectations in both reading and writing. Higher attaining pupils achieve well in writing whilst the achievement of lower attaining pupils in reading is better than in writing. Most pupils achieve well although there are still above average proportions of pupils whose writing is below expectations by the end of Year 2. All pupils are achieving well in reading and writing in Years 3 to 6 as a result of the improved teaching and well targeted strategies. They are reaching standards that are above average by the end of Year 6.
53. The 2003 test results for Year 2 indicate a good rate of improvement since the last inspection when standards were below national expectations and below those found in similar schools. In the 2003 National Curriculum tests for Year 6, average scores were above those typically found in all schools and above those typically found in similar schools. Higher attaining pupils performed better than in most schools and similar schools.
54. Standards of speaking and listening are in line with national expectations and with the standards typically found in similar schools. However, the co-ordinator is determined to further

raise standards in this area and has recently purchased a range of resources and organised training for teachers to develop speaking and listening skills.

55. Overall, the quality of teaching and learning in English is good. The teaching of pupils in Years 3 to 6 is good, while the teaching of pupils in Years 1 and 2 is satisfactory overall. Where teaching is good, teachers use teaching assistants well, they focus clearly on learning objectives which they share with the children, they use assessment and target setting rigorously, they model writing for pupils and they use questioning well to extend pupils' learning. Teaching in English has improved significantly since the last inspection. The lack of curriculum time at the time of the last inspection has been addressed. Good quality training has ensured that teachers are more confident in delivering and adapting the national strategies to meet pupils' needs. These changes, together with the clearer focus on learning objectives, have ensured that standards, particularly in writing, have risen much more quickly than the national average.
56. Intervention strategies have been very effective in raising standards in English. A very effective and well-run literacy support group is supported by the 'Book Club', a parent volunteer group. Strategies to address the underachievement of higher attaining pupils in writing have also been effective. These have included a strong focus on the modelling of writing and an emphasis on the need for pupils to rehearse their sentences before writing them.
57. English is well led and managed. The recently appointed co-ordinator has a clear understanding of the strengths and weaknesses in the subject. She has monitored teaching and pupils' work and led staff training to address key areas. Following discussions with the local education authority's literacy consultant, she has planned appropriate action to improve standards. Many of these strategies are already in place and are having a significant impact on pupils' achievement and on standards. She has a good overview of planning in the subject and has developed the school's scheme of work

### **Language and literacy across the curriculum**

58. Pupils develop their literacy skills well in other areas of the curriculum. The school has introduced extended writing lessons in foundation subjects. For example, in an extended writing lesson in geography, the teacher reinforced pupils' understanding of persuasive writing. Pupils are also encouraged to practise key skills such as drafting and editing their writing. In some instances, the amount of time dedicated to extended writing in other subjects can limit the opportunities for other skills development in that subject; however this approach has had a significant impact in raising standards of literacy in the short term.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- The achievement of higher attaining pupils is inconsistent through the school.
- The school's assessments of pupils' progress are thorough and accurate. There are good systems to track the pupils' progress and identify underachievement.
- Use of teaching assistants is strong and effective in raising standards in numeracy.

### **Commentary**

59. Standards in the present Year 2 and Year 6 are in line with those expected and pupils are likely to meet the realistic targets set for them. This is a good improvement since the previous inspection where pupils' attainments in both Year 2 and Year 6 were below the national average. Most pupils' achievement and progress is satisfactory; a direct result of the improved quality of teaching and learning. The school has made significant improvements in its



assessment procedures. The co-ordinator and headteacher have analysed the school's results and data on standards and introduced target setting and a booster class for pupils in Year 6 as tools in helping staff and pupils in the task of raising standards and achievement. The good assessment provided by the school is not being used rigorously enough to ensure appropriate challenge for the higher attaining pupils.

60. The quality of teaching and learning in mathematics is satisfactory overall. Staff training and support from the local education authority in teaching using the national numeracy strategy are improving teaching and learning. However, the impact of these strategies is not yet consistent throughout the school. These strategies are beginning to raise achievement notably in Years 5 and 6 but these improvements are not consistent or secure in Years 1 and 2 and Years 3 and 4. In consequence, the achievement of higher attaining pupils is below expectations. Where the teaching is of a good quality the pupils are clearly informed of the learning objectives of the lesson. There is a good pace and the teachers communicate strongly to all the pupils an enthusiasm and expectancy of success in a supportive environment. The quality of questioning is high, allowing pupils thinking time to explain their reasons. However, there are still limited opportunities for pupils to be systematically challenged by direct teaching of problem solving. The scrutiny of the previous year's work indicates an inconsistency of approach and opportunities to demonstrate their strategies for tackling a problem, notably in Years 1 and 2. Occasionally, pupils learn too slowly because explanations are too long, and as a result some are unsure of what is expected and lose concentration and interest. On these occasions pupils' achievement is limited.
61. The mental mathematics sessions are effective in those lessons where the teaching of mental calculations includes solving problems; notably in a Year 4-5 lesson observed. Shortcomings within some lessons are where the teachers' questions give insufficient challenge to mental calculations to enable pupils to acquire number facts and recall them at speed and apply them to other mathematical areas.
62. A strength of the teaching is the very good use of support staff. The school has wisely invested in developing the numeracy skills of its support staff. For instance, a learning assistant has received numeracy training and now works with the teachers in an effective partnership in planning, assessing pupils' work and teaching targeted groups. Leadership and management are satisfactory. The co-ordinator has made good use of the results of analysing past test papers to identify areas for immediate improvement and give direction to teachers. The setting by attainment levels is meeting most pupils' needs, including those who have special educational needs. However, leadership is less effective in meeting the needs of higher attaining pupils.

### **Mathematics across the curriculum**

63. Although there are some applications of mathematics in science and history, not enough opportunities are currently taken to practise and extend pupils' numeracy and data handling skills in other subjects. ICT is not used consistently as an aid to raising standards and supporting learning in mathematics.

### **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils' achievement in Years 3 to 6 is good.
- There are good opportunities for practical work but the recording of findings by pupils is not well developed.
- Good use is made of previous test papers to identify strengths and weaknesses in pupils' subject knowledge, although the school lacks a consistent approach to assessment.

## Commentary

64. Standards are average in Year 2 and Year 6 and this is good improvement since the last inspection. This is largely the result of a more consistent teaching of science through the school. Guidelines for teaching science are good. There is an increasing emphasis on pupils undertaking their own experiments and investigating for themselves. This is leading to an improvement in the pupils' enquiry skills but is highlighting a weakness in their ability to record efficiently what they find out.
65. The analysis of work indicates satisfactory achievement through Year 1 and 2. Some of this work is poorly presented and is not helping pupils set out and record their evidence. The teachers do not place enough emphasis on recording and helping pupils organise their views before their own experiments. Achievement is good through Years 3 to 6. Pupils are encouraged to decide what they might need for an experiment and also to determine how they may measure the results. Good emphasis is given to approaching experiments scientifically and helping pupils explain their thinking using the correct vocabulary.
66. Teaching and learning are satisfactory. Pupils' greater confidence in writing ensures they are making good progress in reporting their finding and most pupils in Year 6 are good at using the correct vocabulary to explain scientific findings. Teachers ensure there is an appropriate development of science vocabulary and the activities that follow from practical work support well written answers. In lessons the clear explanations and review of what has happened during an investigation or demonstration help the lower attaining pupils consolidate important scientific knowledge. Teachers are adventurous in their teaching. For example, a role play in the Year 4 and 5 class showed pollination of flowers, whilst a game of billiards in a Year 5 and 6 class helped convey some difficult scientific principles. There is not enough attention paid to teaching older pupils how to record their results, for example by using a variety of tables and charts and in this aspect pupils' skills are weaker. Little use is made of ICT to record and analyse data that would help extend pupils' mathematical skills.
67. Science has been managed well since the last inspection since a great deal of ground has had to be made up. The evaluation of test papers has been successful and the subject manager has tackled previous underachievement systematically through resources and training. The immediate solution to unsatisfactory standards resulted in a comprehensive rolling programme of science through the school. Since then the co-ordinator has focused on extending practical skills and, along with in-service training, has improved teachers' confidence. The subject has yet to adopt a comprehensive assessment policy, particularly of key skills. This results in uncertainty about what skills and knowledge pupils have already learnt and diminishes the effectiveness of teaching.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

### Main strengths and weaknesses

- There is good technical advice and support, which improves the effectiveness of teachers.
- The effective use of adults in lessons and the support for pupils with special educational needs help pupils make good progress.
- The leadership of ICT is good.
- There is not always an accurate match of work to pupils' attainment levels, particularly in Years 3 to 6.

## Commentary

68. Pupils in Year 6 are on course to reach the expected standard by the end of this year and this represents good achievement. Standards of word processing, control, monitoring and graphical modelling are in line with national expectations. Pupils in Year 2 type and edit sentences, using the delete, shift, caps lock, return and backspace keys and positioning the cursor using both mouse and keyboard. Their work in other areas was not seen. Pupils in Year 6 use a graphical modelling programme effectively to select, rearrange and re-size shapes, change colours, and copy and layer shapes. They use skills they have acquired previously to add effects to their work without needing instructions from the teacher.
69. The good progress is a result of much better equipment that is now in one central location. The use of funds to provide a technician means that computers work reliably and teachers have gained in confidence. The decision to provide teaching assistant support in ICT lessons has further benefited learning. Support staff and volunteers are used well to support pupils with special education needs and pupils who are less confident with computers. As a result, these pupils are fully integrated in the lessons and make good progress.
70. Overall, teaching and learning are satisfactory. Teachers have clear objectives and explain and demonstrate skills well. They have good subject knowledge and suggest a variety of approaches to tasks. The matching of work to pupils' ability levels and experience of ICT is less effective and this diminishes the effectiveness of teaching. Most tasks are set for pupils of average attainment and tasks do not always challenge the highest attaining pupils. Where tasks are too simple, or short, for higher attaining pupils, some valuable learning time is lost.
71. Leadership and management of the subject are good. In the short time the co-ordinator has been in post she has ensured the provision of good quality resources, standards have risen and weaknesses in teaching and learning are being systematically tackled. The co-ordinator provides good guidance to teachers and has led well much of the training during recent years. As a result teachers' knowledge of the subject and their ability to deal with technical problems is good.

### **Information and communication technology across the curriculum**

72. The school has identified the use of ICT to support learning in other subject areas as a priority. The co-ordinator has identified opportunities to use ICT in each subject and specific sessions have been timetabled in the computer suite. However, as yet this focus is not reflected in pupils' work in a number of subjects, including mathematics and science.

### **HUMANITIES**

73. Religious education was inspected in full and is reported below. Work in geography and history was sampled. In **geography** pupils have a reasonable understanding of their local area, of the use of simple maps and plans, features of local buildings and where people live and work. However, the development of their writing skills and geographical vocabulary is restricted by the over-use of photocopiable materials that do not allow enough scope to record ideas in their own words. Planning is inconsistent and the subject manager recognises that the development of geography has not been a high priority and achievement is unsatisfactory. Standards in **history** throughout the school are average. Younger pupils are currently enjoying a study of the seaside including looking at how their own experiences differ from that of the Victorians. The oldest pupils have also studied Victorian times and especially what life was like in the local area of Sutton. The progression in skills is appropriate. Too much use is made of photocopied materials which do little to develop wider historical vocabulary or literacy skills. Good use is made of visits to local places of historical interest and also of older visitors who talk to the pupils about how things have changed since they were children.

## Religious education

Provision in religious education is **unsatisfactory**.

### Main strengths and weaknesses

- Standards are below average in Year 6, where not enough work is undertaken.
- Planning and teaching of the subject are inconsistent and are not monitored well enough.

### Commentary

74. Achievement is satisfactory in Years 1 and 2 and standards are satisfactory, as they were in the previous inspection. However, achievement through Years 3 to 6 is unsatisfactory and standards have not been maintained. This is because too few opportunities are taken to teach the locally agreed syllabus. Pupils lack confidence in discussing aspects such as symbolism and the importance of prayer. This is in part due to a weakness in exploring ideas and explaining them, but the scrutiny indicates that this aspect of religious education only receives scant coverage. Older pupils in particular completed very little work during their last year when the main emphasis was given to preparation for the national tests in English, mathematics and science. The sample of pupils' work throughout the school indicates that work is not planned to meet the needs of groups of pupils who make different rates of progress well enough. This particularly impinges upon the progress of higher attaining pupils, who are not always challenged well enough.
75. The teaching and learning seen were satisfactory. There was sufficient guidance for the task but pupils have limited experience of discussing religious views. The teacher lacks the necessary subject knowledge to challenge and direct pupils' thinking. The school has the necessary resources but there is a shortfall in teachers' skills and teaching is thus unsatisfactory overall.
76. The current co-ordinator is newly appointed and is enthusiastic but has not had time to have an impact on the subject. However, over time there has been little or no direct monitoring of planning, teaching and learning and not enough awareness that the curriculum for some pupils was restricted, so leadership and management were unsatisfactory.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Art and design is reported in full below and design and technology, music and physical education were sampled. One good Year 6 lesson in **design and technology** was seen. Pupils learnt well and attained the standard expected. Pupils enjoy the subject, are familiar with the design process and aware of meeting the client's needs. Subject planning ensures an overview of the skills and the experiences provided for pupils but there is no tracking to identify what level of skills individual pupils achieve and where there are gaps. Standards in **music** have been maintained since the previous inspection and are satisfactory. The quality of singing is satisfactory and used effectively in lessons and assemblies. Skills in composing are at a developmental stage. A minority of the older pupils play the recorder. They sight read music skilfully and play with confidence and enjoyment. In **physical education** Year 6 pupils have good throwing and catching skills and good awareness of health and safety. The school places strong emphasis on swimming. Although some pupils feel that insufficient time is allocated to physical education, the inspection judged it to be adequate. The hall is still unsatisfactory for teaching and learning in some lessons but steps have been taken to resolve the situation.

### Art and design

Provision in art and design is **satisfactory**.

## **Main strengths and weaknesses**

- Standards are above those expected nationally by Year 2 and pupils achieve well.
- Links with other subjects enable pupils to appreciate their own and others' cultures and traditions.

## **Commentary**

78. Pupils are now achieving well by the end of Year 2 because of good provision. The Year 1-2 teacher, who is also the co-ordinator, has good subject knowledge and artistic skills are taught effectively. Pupils make satisfactory progress through Years 3 to 6 and standards by the end of Year 6 are average. Drawing skills are taught systematically and pupils learn appropriately from a stimulating range of activities. The provision is well balanced and the co-ordinator manages the subject well. The guidelines help teachers plan effectively and overcome any insecurity they may have in teaching. Whilst staff have not yet identified the artistically gifted pupils, there are very effective examples of work on display, where some pupils show considerable flair. They have looked at pattern, made observational drawings using a range of media, including fabric dyes, crayons and oil pastels. Pupils have represented their ideas in different ways, such as collage and weaving, and learn well how to use new skills creatively.
79. Sound cross-curricular links enhance pupils' work in other curriculum areas. Pupils in Years 3 and 4 produced a high quality floral display showing strong links with their science work. Pupils are beginning to use ICT to extend their work in art and design, by using programs to modify and improve patterns and the use of colour. Educational visits enrich their appreciation of cultural traditions and provide further stimulus to link learning. For example, pupils from Years 5 and 6 visited the Yorkshire Sculpture Park, where they developed their skills in sketching and improved their understanding of wood carving.
80. The quality of teaching is satisfactory overall, with good teaching in Years 1 and 2. Art and design is valued and teachers have the skills and knowledge to assess the pupils' work and encourage the pupils to develop and improve their work.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

81. No direct teaching was seen in this area of the school's work, so provision overall cannot be judged. However, the school sees pupils' personal development as an important part of its work and the work of its family of schools in combating a growing problem of drug abuse. The programme for personal, social and health education includes work on diet, health, sex, drugs, bullying and personal safety. This programme helps pupils develop a safe and healthy life style, gain confidence and relate with others, but not does build into a coherent strategy that can be effectively monitored. It is well supported by visits from outside agencies.

## **PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS**

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>4</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
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	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	3
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*