

# INSPECTION REPORT

## **HARWORTH CHURCH OF ENGLAND PRIMARY SCHOOL**

Harworth, Doncaster

LEA area: Nottinghamshire

Unique reference number: 122804

Acting head teacher: Ms Kerrie Clowes

Lead inspector: Mrs Barbara E Doughty

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

Inspection number: 256354

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:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	129
School address:	Scrooby Road Harworth Doncaster South Yorkshire
Postcode:	DN11 8JT
Telephone number:	01302 742477
Fax number:	01301 751436
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr Ian Archer
Date of previous inspection:	18 <sup>th</sup> May 1998

## CHARACTERISTICS OF THE SCHOOL

This is a small Church of England village school with 129 pupils aged from four to 11. The number on roll is increasing because the school is becoming more popular. There is a fairly even mix of boys and girls, taught in mixed age classes. The area the school serves is disadvantaged in socio-economic terms, with many families on low-income support. Mobility is low and many of the current parents came to this school. Pupils' attainment on entry fluctuates from year to year but overall it is broadly average. The number of pupils identified by the school as having special needs and the number of pupils with a statement of specific need is about average; most have moderate learning difficulties. Almost all of the pupils are from white English speaking families and there are none with English as an additional language. This school has Beacon status and gained the School Achievement Award in 2002. The head teacher has been on long-term sick leave since February 2003; the deputy has been acting head teacher since then.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22261	Mrs Barbara E Doughty	Lead inspector	The Foundation Stage curriculum Mathematics
14141	Mr Ernie Marshall	Lay inspector	
24895	Mrs Kath Hurt	Team inspector	Special educational needs English Art and design Design and technology Music Physical education
27293	Mr Jeffrey Calvert	Team inspector	Science Information and communication technology Geography History

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This is a **good** school where pupils achieve well to reach above average standards because of effective teaching. Leadership is good and the school is managed satisfactorily. The acting head teacher and subject leaders know the school well and have clear ideas about what needs improving and how to go about it. The school gives good value for money.

The school's main strengths and weaknesses are:

- Pupils do well to reach above average standards in English, mathematics, science and information and communication technology (ICT) by the end of the school.
- Teaching is good; it is most effective in the class with Year 5 and 6 pupils and the Reception classes; in the others the learning of the more able pupils is sometimes slowed.
- Learning opportunities are exciting; pupils enjoy school, have very good attitudes to work and behave very well.
- By working very well together staff, pupils, governors and parents help to create an extremely positive ethos, embedded in the Christian faith.
- There is a clear idea about where the school is going and how to get there.
- Accommodation is unsatisfactory.

There has been good improvement since the last inspection. All of the key issues have been dealt with. The curriculum is more exciting and teaching is more effective. Therefore, pupils achieve at a greater rate than they did and standards have risen in English, science, ICT and geography. However, sometimes the more able pupils could still be better provided for in lessons. Management is satisfactory, although the acting head teacher is getting to grips with this.

### STANDARDS ACHIEVED

The table below shows the school's trend in tests over time. However, comparisons between this school and others must be treated with extreme caution. In a small school the numbers taking the test may be low and one pupil achieving a higher or lower level than the average can make a vast difference to the data.

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

*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.*

This school has a history of high standards. However, in 2003, results fell because in February 2003 the head teacher took long-term sick leave. This meant that in the run-up to the tests pupils did not benefit from the usual boost to their learning that the head teacher provided and were ill-prepared for what was to come. In addition, the Year 2 pupils had been identified as being a lower attaining group since entry and were not expected to do as well. However, the acting head teacher responded to this decline in standards by implementing an effective new tracking system that identifies which pupils need an extra boost to their learning. Targets for staff and pupils to aspire to have already impacted positively on raising standards, and the school is back on track to do well again this year, with Year 2 pupils reaching above average standards in speaking and listening and singing and broadly average standards in reading, writing and mathematics, and Year 6 pupils attaining above average standards in English, mathematics, science, ICT, singing and swimming. Achievement is **good** and pupils do

well from their average attainment on entry to reach above average standards on leaving. Pupils with special educational needs achieve well, but the more able and those who are gifted and talented do not always do well enough in Years 1 to 6. The Reception class children do well to securely attain the early learning goals they are expected to reach in communication, language, literacy and numeracy and to exceed them in personal, social, emotional and physical development and knowledge and understanding of the world. Pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**. Pupils' very positive attitudes to school are reflected in their good attendance and very good behaviour.

## **QUALITY OF EDUCATION**

The quality of education provided by the school is **good**. Teaching is **good**; it is particularly effective in the Reception classes and very effective in Years 5 and 6. In these classes, lively and exciting teaching enhances pupils' learning well; teachers' explanations are precise and tailored well to pupils' needs. In the other classes, the work of the more able pupils is sometimes too difficult and because the teachers do not take more time than originally planned to explain things a different way or in more detail, pupils sometimes struggle to do the work, slowing their progress. Throughout the school, exciting learning opportunities interest pupils and very good support from support and classroom assistants means that the least able and those with special educational needs do well. Good links with the community and other schools provide additional support, training, and funding.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **good** overall. Over the past nine months the head teacher has been absent through ill-health, but the effective leadership of the acting head teacher and subject leaders gives good direction and clarity about what needs doing. Targets, for pupils and teachers to aspire to, give them the inspiration to improve and good team spirit means that morale is high and everyone is pulling in the same direction. Governors have a clear understanding of what is going on and meet their statutory duties fully. Management is satisfactory, but less effective than leadership because the acting head teacher is having to get to grips with systems and procedures which she had little experience of prior to taking over. She initially concentrated on dealing successfully with last year's sudden decline in test results and is now starting to focus more on management.

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

Parents and pupils are very happy with this school. Parents particularly enjoy the friendly welcoming atmosphere and pupils appreciate the way teachers help them with their work.

## **IMPROVEMENTS NEEDED**

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

- Make sure that the work is always tailored to the needs of the more able pupils and that if these pupils do not understand the idea being taught, more time is spent explaining it and work is suitably adapted, even at short notice, to move their learning on in smaller steps.
- Ensure that: the library is situated in a place that is conducive to encouraging pupils to look at and browse through books; the classroom for the youngest children gives sufficient room for more boisterous and active learning; the hall provides adequately, all the year round, for physical activity lessons.



## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils achieve well to reach above average standards in English, mathematics, science and ICT by the time they leave the school. Standards in Years 1 to 4 are broadly average and pupils' achievement is satisfactory but could be higher. However, the more able pupils do not always do well enough.

#### Main strengths and weaknesses

- Achievement is more rapid in Years 5 and 6 than elsewhere and because of this standards in all the core subjects are above average.
- Children achieve well and get off to a good start in the Reception classes.
- Pupils reach good standards in speaking and listening and singing throughout the school and in swimming by the end of Year 6.
- In Years 1 to 4, not enough more able pupils work at the higher level because the work is not always tailored well enough to their needs.

#### Commentary

1. This school has a history of high standards and up until 2003 usually did very well in the national tests at the end of Year 6. The Year 2 results, although sometimes high, have been less constant but this has usually coincided with changes in the children's ability on entry. However, any comparisons made between the performance of this school and that of most others must be treated with caution. This is because, although the 2003 Year 6 group was atypically large for this school, usually less than 20 pupils take the tests, which means that one pupil usually represents five per cent of the total.
2. The tables below show that in 2003 the school's test results fell. In Year 2, this was due to the lower attainment of these pupils on entry, and in Year 6 to disruptions to the teaching and learning of this group in the months running up to the tests. This came about because when the head teacher became ill in February 2003, the deputy head left her Year 6 class to lead and manage the school and temporary teachers taught the class for the rest of the year. There was no last minute boost to pupils' learning, usually provided by the head teacher, and pupils were not as well prepared for the tests; consequently, results were lower.

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

Standards in:	School results	National results
Reading	15.6 (17.2)	15.7 (15.8)
Writing	14.9 (14.9)	14.6 (14.4)
Mathematics	17.1 (18.6)	16.3 (16.5)

*There were 22 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	26.5 (29.0)	26.8 (27.0)
Mathematics	26.5 (29.0)	26.8 (26.7)
Science	27.2 (29.3)	28.6 (28.3)

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*There were 26 pupils in the year group. Figures in brackets are for the previous year.*

3. However, recovering from this setback, standards now are back to where they usually are and results are set to improve again this year. By the end of Year 6, pupils are on course to attain above average standards in English, mathematics, science and ICT. This is mainly because of very effective teaching in Years 5 and 6, with many Year 6 pupils already working at the higher level in English, mathematics, science, and ICT. Also, each pupil throughout the school now has a target that shows the level that he or she is expected to attain by the end of the year. Teachers are excited by these new demands on them to make sure each pupil reaches this identified level and to make at least reasonable progress; this is giving better direction to their teaching and purpose to the work.
4. Pupils' achievement in the Year 5 and 6 class is especially good. Here, learning is more rapid because the work is very well matched to pupils' individual needs. High expectations challenge pupils to do well, and the way in which they understand what and how well they are doing drives them on to achieve even more than can reasonably be expected. However, in other years, although most of the pupils achieve satisfactorily, the more able pupils and those who are gifted and talented are sometimes given work that, although different from that of their average and less able classmates, is sometimes too easy but is more frequently too hard, slowing their progress. In contrast, those pupils with special educational needs do well, especially when working one-to-one with the learning support assistant, who pays very good regard to their learning targets and tailors the work to their specific needs.
5. Year 2 pupils achieve well enough and are currently working at above the nationally expected level for their age in speaking and listening and at the expected level in reading, writing, mathematics, science and ICT. However, there is every likelihood that they could do better than this by the end of the year. This is because of the new arrangements put in place by the acting head teacher for keeping a check on how well pupils of all ages are doing and giving those who are not on course to do well enough an additional boost to their learning. This is already giving increased direction to teaching, and pupils and staff something to aim for.
6. Children in the Reception classes achieve well. They are confident and secure learners because of effective encouragement from the adults in both classes and the exciting learning opportunities they get. By the end of the Reception year, they do particularly well to exceed the early learning goals for children of their age in personal, social and emotional development, physical development, and knowledge and understanding of the world. Standards in communication, language, literacy, mathematics, and creative development are securely in line with those expected for children at the end of the reception year.
7. Pupils sing well. Their sweet, tuneful voices capture mood well and their enthusiasm for singing is joyful. Standards in swimming are above those expected nationally for pupils aged 11. Pupils learn to swim from Reception onwards and because of this do well.

### **Pupils' attitudes, values and other personal qualities**

Pupils' enthusiasm for school is reflected in their good attendance and their very good attitudes to learning. Throughout the school, pupils of all ages behave extremely well and other aspects of their personal development are very good, including their spiritual, moral, social and cultural development.

### **Main strengths and weaknesses**

- Pupils enjoy school, reflected in their good attendance.
- Pupils are involved very well in their own learning and in influencing changes to school routines and procedures.
- Pupils in the Year 5/6 class in particular are very mature; their depth of social understanding is very good.

- Pupils are extremely polite and courteous towards adults and each other and enjoy very good relationships with schoolmates and staff.

### Commentary

- There is warmth about this school that makes people feel very comfortable and at ease; it clearly embodies the Christian ethos, enhanced by its very strong connections with the church. Very good relationships and mutual trust and respect between teachers, staff, governors and parents result in pupils enjoying their time in the school. Nearly all of the pupils in Years 5 and 6 say that they quite happily go to an adult if there are worried about anything. One pupil remarked, echoing the feelings of her classmates, "In our school we all act as a big team together."
- Mainly through their work on the school council, pupils have a good say in school rules and procedures and, because of this, feel valued and special. For example, they have succeeded in introducing soft balls for playtime football, announcing proudly that this has reduced the incidence of conflict and made the main play area safer for the younger children. The pupils in Years 5 and 6 have a very mature outlook on life. For example, they discussed the dangers of fireworks, perceptively putting forward arguments for and against them being sold to the general public.
- Behaviour is very good and pupils of all ages have very good attitudes to learning; personal targets give them something to work towards, giving the work and their learning purpose. The Year 5 and 6 pupils, in particular, have an infectious enthusiasm for learning. They talk proudly about their personal learning targets and the progress they are making towards them. Pupils of all ages present their work neatly and take pride in what they do.

### 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	128	0	0
No ethnic group recorded	1	0	0

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

Attendance is good; last year there were no unauthorised absences. There have been no exclusions.

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

Authorised absence		Unauthorised absence	
School data	5.5	School data	0.0
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.*

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The curriculum is good and the ethos for learning is extremely positive, promoted well by senior managers and the governing body.

### Teaching and learning

Pupils learn well because the quality of teaching is good. It is particularly effective in the Reception classes, very effective in Years 5 and 6, and satisfactory in Years 1 to 4. Assessment procedures

have improved since the last inspection and are satisfactory, but some teachers do not use the information well enough to tailor the work for the most able pupils.

### Main strengths and weaknesses

- The teaching in the Year 5 and 6 class is lively and exciting and involves pupils well in checking on their learning and deciding what they need to work on next.
- Pupils with special educational needs are supported very well in their sessions with the learning support assistant.
- Teaching in the Reception classes is exciting and relevant, based on children learning through observation and exploration.
- Classroom support assistants are always given worthwhile jobs to do and use their time well.
- Teachers prepare lessons very well, sharing clear learning intentions with the pupils so that they know why they are doing the work. However, their marking does little to help pupils to improve their work.
- Teachers have good subject knowledge, which means that most explanations are clear and accurate. However, there are times when the work of the more able pupils is too hard and teachers' explanations are not detailed or good enough to ensure these pupils know how to do the work.
- Very good relationships between pupils and teachers result in pupils concentrating and behaving very well.

### Commentary

11. From the table below, most of the lessons seen were good and a fifth of them were very good. All of the very good lessons were in Years 5 and 6 and the special need support sessions, where teaching pays very good attention to the pupils' personal learning targets. This gives the work purpose and the teaching direction.

#### Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	5	9	10	1	0	0

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.*

12. Lively lessons in the Year 5 and 6 class hold pupils' attention very well and enthuse them to learn. The Year 5 and 6 pupils talk excitedly about what they need to practise and perfect next, giving them good reason to work hard. The twice-weekly sessions the pupils with special educational needs have with the learning support assistant are invaluable in helping these pupils to reach their targets. Work is matched precisely to their needs and the time these pupils spend concentrating hard, with gentle and sensitive encouragement and persuasion, pays off when pupils succeed.
13. Good teaching in both of the Reception classes means that children get off to a good start, their learning well founded on first hand experience. Lively activities involving observation and exploration excite the children so that they want to come to school and do well. The classroom for the youngest Reception age children is very small, but staff make the most of the space so that both rooms are full of things for children to look at and touch. Activities, such as baking and writing invitations to the forthcoming teddy bears' picnic, are meaningful to them. Sensitive intervention in their learning by the teacher and nursery nurse makes children feel special and, because of this, children are confident and secure learners.
14. Teachers prepare lessons very well. Their planning sets down what they will teach and how they will do it. Teachers programme the interactive whiteboards in advance so that lessons run

smoothly and briskly. Explanations are precise and teachers' good subject knowledge means that they are also accurate. However, there are times in lessons in Years 1 to 4 when the more able pupils struggle with the concepts being taught because they are pitched at too high a level. Although aware of this, teachers continue to implement their original plans; they do not take more time to explain nor do they put things in a different way. They still give pupils the work they planned but most cannot do it. This means that the next lesson, the new concepts are tackled again and sometimes drag on for a third day, slowing progress. Marking does little to help pupils, being mainly positive with few helpful comments about how to put right what they have done wrong.

15. Teachers work very closely with the classroom support assistants, who are always busy preparing equipment or helping pupils. This teamwork is noticed by the pupils, who copy the example of the adults in their own very good relationships with each other. Adults manage pupils' conduct extremely well and because of their sensitive but firm approach, pupils rise to their high expectations. Behaviour is very good as a consequence and pupils work very hard.

## **The curriculum**

The curriculum provides a good range of worthwhile activities, which cater for the interests and aptitudes of most of the pupils. However, teachers do not always plan relevant work for the more able. There is good curriculum enrichment through visits and visitors and a very good range of school clubs. Learning resources are good, but the accommodation is unsatisfactory.

## **Main strengths and weaknesses**

- There is effective use of ICT across the curriculum.
- The provision for extra-curricular activities is very good.
- Personal, social, and health education is planned for very well within the curriculum.
- Accommodation is unsatisfactory.

## **Commentary**

16. The curriculum, which is now good, has improved since the last inspection. It is broad and balanced and enables pupils to take responsibility and show initiative. In Years 1 to 6, opportunities are in place for pupils to consider their own achievements and decide on their personal learning targets. These are integrated into the curriculum and developing well. The curriculum in the Foundation Stage prepares children well for National Curriculum work in Year 1. It offers a wide range of activities, which embraces all areas of learning. The curriculum is based upon learning through observation and exploration, which subsequently leads to more formal work at the end of Reception year to enable children to securely achieve early learning goals.
17. Although the school has yet to establish a formal programme for the teaching of personal, social and health education, the very good provision that already exists is embedded into all subjects. The school is in its very early stages of setting up a school council, which already promotes aspects of social development very well; pupils are enthusiastic and enjoy the added responsibilities. In a Year 5 and 6 English lesson, for example, pupils demonstrated good negotiating skills as they organised their own elections to choose their group newspaper editor.
18. There is good, planned use of ICT to support teaching and learning in other subjects. Teachers make excellent use of the new interactive whiteboards, which they programme well in advance to ensure lessons run smoothly and to establish a relevant and interesting focus for the lessons. Pupils have many opportunities to use the portable laptops, for example to access the Internet to carry out research. For example, more able pupils in the Year 4 and 5 class researched information about Boudicca in history, choosing an art program so that they could include pictures in their presentations. Creative and aesthetic arts are promoted well in science, history and literacy, and these are taught systematically across the school. Consistently good use is made of literacy skills across the whole curriculum, such as in Year 1 where pupils developed

writing skills well in religious education when they wrote about their visit to the church. There are planned opportunities for speaking and listening, which are promoted well, for example in the Year 3 and 4 class in their role-play 'in the fruit factory'.

19. Resources are good. The very good resources in ICT are a particular strength and contribute to the good standards pupils achieve in this subject and others. Teachers make effective use of the range of new equipment, with confidence, accuracy and understanding. The school makes good use visits, visitors, other schools and the community to enrich the curriculum. Out-of-school activities are very good. There is a wide and interesting range, which is designed to appeal to all pupils in the school and contributes well to their learning. Most classrooms provide spacious, carpeted and well-fitted accommodation, offering extensive opportunities for display. The pleasant outdoor areas provide good facilities for games lessons and other activities, but the small hall is inadequate for gymnastics and indoor games, especially for classes of older pupils. Teachers attempt to overcome the lack of space and absence of fixed equipment, but the unsatisfactory accommodation restricts the teaching of the full physical education curriculum. The hall is out of use in the summer months when it is used to house a class. The library, which is currently situated in a corner of the hall, is inadequate; it is unsuitable for pupils to browse and develop reference and research skills. The classroom for the youngest Reception age children is tiny, with very little room for them to engage in more boisterous play.

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

The school provides satisfactory care, welfare, health and safety, and good support and guidance for pupils. Pupils are given good opportunities to become involved in the improvement of school routines.

### **Main strengths and weaknesses**

- Pupils with special educational needs are very well supported.
- Induction arrangements for the Reception children are highly effective.
- Pupils readily relate to adults in school when in need of help or advice.
- The school council is enthusiastically involved in seeking to improve school routines.

### **Commentary**

20. Pupils with special educational needs are given very good help in one-to-one support sessions, where they work on their personal learning targets. Teachers and the special needs support assistant carefully monitor and measure the pupils' achievement against their targets, which are reviewed periodically and new ones agreed. The co-ordinator for special educational needs secures the expertise of outside specialists, when required, to supplement the high quality support already provided by the school.
21. Induction into the Reception class is carefully planned and this means that children quickly settle into the classroom routines and procedures. Parents and children are invited to visit the school prior to starting school in order to meet the staff and see for themselves the facilities and activities offered.
22. Pupils are expected to work hard, but teachers and support staff treat everyone fairly and are very willing to give extra help or advice when asked. The pupils' questionnaire responses show more than 95 per cent of them feel that they can talk freely and comfortably to adults in school if they have any worries or concerns.
23. The school is keen to seek the opinions of the pupils and have established a school council through which this is achieved. Elected pupils from Years 2 to 6 meet weekly to discuss concerns or suggestions put forward by their classmates. Council members are proud of their achievements and eager to carry on the search for more improvements.

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

The school has good links with parents, the local community, and other schools and colleges.

### **Main strengths and weaknesses**

- Very supportive parents make good contributions to learning in school and at home.
- Links with the community provide sponsorship and help enrich the curriculum.
- Links with other schools provide additional support in classrooms and joint training initiatives.
- Transfer arrangements are good.

### **Commentary**

24. Parents help in classrooms regularly, such as with the baking in the youngest Reception class. They help supervise pupils on the way to and from swimming lessons and encourage their children to work hard by helping with homework and topic research, and if difficulties arise, happily rely on teachers for help and guidance. The Friends of School Association is enthusiastic and effective in raising additional funds for the school. Other parents and the community support the annual events programme by attending in good numbers.
25. The school has developed good links with the community, that contribute successfully to pupils' learning. There are strong links with the church. The vicar regularly leads school assemblies and a pastor also attends to bring a different approach to this whole-school activity. Pupils visit local businesses in connection with their topic work and these donate raffle prizes and equipment such as plants and equipment for the school's gardening club and a camcorder. The local colliery staff come into school to give out prizes and the sports centre staff provide complimentary entrance tickets to local sporting events. Police and fire service personnel visit to give pupils advice on the dangers of drugs and also on personal safety matters.
26. Links with other schools and colleges are good. Regular joint staff meetings with local primary schools provide opportunities for discussion of common problems and for joint training activities. The secondary school sends A-level students into the primary school classrooms to gain work experience. The school provides placements each year for four student teachers. The presence of these additional adults in classrooms gives valuable support for both staff and pupils. Year 6 leavers gain from the school's good links with the secondary school. These pupils are given opportunities to attend the secondary school to join in lessons and other activities in the summer term prior to leaving. All Year 6 leavers from the feeder schools meet for a special annual service at Southwell Minster and have the opportunity to make new friends. Transfer arrangements are less stressful as a result of these early contacts.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are good overall. Leadership is good. Management and governance are at present satisfactory, but improving rapidly.

### **Main strengths and weaknesses**

- The good leadership of the acting head teacher has created a strong sense of purpose in the school and a clear vision of what needs to be done to raise standards.
- There is a very strong sense of teamwork and commitment between well-informed subject leaders, staff and governors because they are fully involved in school review, evaluation and action planning decisions.
- Recent improvements to the roles of staff with management responsibilities mean that they have a realistic view of standards and are effective in bringing about improvements.
- Governors are very supportive of the school, and greater involvement in analysing results and decision-making means that they have a good view of its strengths and weaknesses.

- Effective monitoring by the acting head teacher has identified the right priorities for school development planning in the short term, but the school does not yet have a plan for moving the school forward in the longer term.
- The school has a finely balanced budget this year because weaknesses in the financial management systems resulted in an unexpected overspend last year.

## Commentary

27. The school has experienced some disruption recently with the long-term absence of the head teacher. The acting head teacher has effectively picked up the reins, and her leadership is good with some very good features. In a short time, she has successfully established an open approach to management that fully involves all the staff and governors. They, the parents and pupils all express their appreciation of her openness and approachability. Everyone is well informed and actively involved in decision making. This results in a very strong sense of teamwork and support for her in the school. Morale among the staff is high, and this is bringing out the best in them.
28. One major improvement has been the implementation of a new and rigorous system for checking how well pupils are achieving in each year group, following the unexpected sharp fall in test results this year. Alongside this are improved systems for identifying and supporting pupils with special educational needs, for checking the effectiveness of teaching and pupils' attainment, and showing pupils what they need to work on next. This information is successfully informing the formation of targeted pupil groups who need an extra boost to their learning. These developments have been welcomed enthusiastically by teachers, who are now very clear about what they need to do to move pupils forward in their learning year by year, rather than relying too much on a boost at the end of Year 2 and Year 6.
29. Those teachers with management responsibilities have welcomed the recent expansion in their roles. This was an area for development in the previous report, and very good progress has been made recently. Subject leaders now have time outside the classroom to oversee their subjects and in recent months have been fully involved in monitoring the curriculum, and evaluating standards and the quality of teaching. Subject leaders, like those responsible for literacy, numeracy and special educational needs, are excited by recent developments. They have good action plans and are enthusiastic and energetic in dealing with identified weaknesses. However, because these improvements are very new, their impact on standards is not yet fully evident.
30. There have been significant improvements in the effectiveness of governors since the last inspection. The governing body now fully complies with its statutory requirements and provides very good support for the school. Governors visit school and observe in classrooms regularly; they have well-defined roles linked to subjects and year groups. Communication and partnership between the school and governors are now very good. The governing body provides invaluable support as a sounding-board for the acting head teacher whose open approach has seen a recent acceleration in their involvement in checking the work of the school and in school improvement planning. This means that governors now have a clear view of what the school does well and what it needs to work on next. Their role in questioning and challenging senior managers, prompted by disappointing test results and budget difficulties, is improving. Governors feel more confident in asking questions so they regularly check budget spending and are beginning to question why results are as they are. However, recent developments need time to become embedded and fully effective, and governors do not yet evaluate the effectiveness of their decisions as well as they might.
31. The most recent school improvement plan was written by the acting head teacher largely in response to her analysis of the most recent test results. As a temporary measure it identifies the right priorities for action, and already there has been good progress made in some of them; she and the governors understand the need to plan over the longer term. Though their involvement in the past has been limited, this is now improving, and they are looking ahead at such factors as the impact of pupil numbers and their budget implications as a basis for longer-term planning.



However, because of the current uncertainty in the leadership of the school, there is no long-term plan. At present, school improvement planning does not involve staff and governors enough in identifying developments, the action to be taken or how its success will be evaluated.

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

Income and expenditure (£)		Balances (£)	
Total income	439,439	Balance from previous year	20,000
Total expenditure	420,184	Balance carried forward to the next	39,255
Expenditure per pupil	3,395		

32. The school's financial management is now sound. It improved quickly following a period of uncertainty when a large order for ICT resources used up the 2003/04 carry forward shown on the table above and caused a temporary overspend. As a result of this, financial procedures were tightened. Governors, managers and administrative staff work together closely, and keep a vigilant eye on spending decisions and how the budget is progressing. Financial procedures are followed closely, with suitable checks in place to prevent any overspend happening again. Action has been taken that has successfully dealt with the issues raised in the last audit report and the budget is now stable, though the current reserve funds are low.

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

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

33. Children are admitted to school two terms before the term in which they reach five years of age. They get off to a good start in the first Reception class, which continues when children transfer, at the start of the term in which they become five years of age, to the mixed Reception and Year 1 class. Improvements to the Foundation Stage curriculum since the last inspection mean that children now get a good range of meaningful and worthwhile learning experiences based on learning through observation and exploration. Consequently, they are well prepared for National Curriculum work in Year 1.
34. Although classrooms are too small, teachers make the best use of the space available. Both rooms are full of things for children to look at and touch; words and numbers around the walls and hanging from the ceilings effectively support language and mathematical development. All activities have clear purpose and the teachers' good awareness of what children already know and need to learn next means that individual children are given activities to develop their weakest skills.

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

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

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

- Children are confident and secure learners; a good range of exciting activities interests them well.
- Teachers encourage children to think about what they already know and are working on achieving next; class targets give children purpose, and encouragement from adults motivates them to work hard.

#### **Commentary**

35. Most children exceed the early learning goals for their age in this area of learning by the time they start in Year 1. This is because of effective teaching in both Reception classes. Very effective relationships established in both classes mean that children are secure and confident learners. The activities excite them and make them want to learn. For example, baking biscuits in the youngest class generated lots of interest as children mixed ingredients and watched the mixture change as it baked. A visit to the local supermarket by the oldest class heightened children's awareness of food prices as they 'marked up' the cost of items in their class shop. Class targets, such as, "Listen to each other during show and tell" give children something to aim for and the opportunity to measure for themselves how well they can do something; for example, "Find my own coat peg" and "Share with my friends" gives them a sense of achievement and pride in what they do. In both classes, children have a good understanding about how to behave and they take turns and share well. They show developing independence when getting out and returning equipment. Good encouragement from the adults helps to raise children's self-esteem; for example, teachers' comments in workbooks celebrate things children have done well.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Good opportunities for children to talk, listen, read and write mean that they enjoy the activities and achieve well in both Reception classes.
- The Reception age children in the mixed Reception and Year 1 class are not taught soon enough how to use their good knowledge of letter sounds when writing words independently.

### **Commentary**

36. Good teaching results in children doing well in speaking, listening and reading and satisfactorily in writing to securely achieve early learning goals identified for their age in this area of learning by the time they start in Year 1. Adults promote talk well during class discussions and in the role-play areas. In 'show and tell' sessions, they encourage children to describe items they have brought from home, and to talk about what they have done the night before.
37. Children talk in sentences; the nine oldest children often string these together with words and phrases like 'and so' or 'because' to talk in sequence. They form sentences correctly and speak confidently in front of their classmates. Reception children in both classes enjoy looking at books in the well laid out and attractive book areas; they know that print carries meaning and that in English it is read from left to right; the oldest children recognise some words on sight, such as 'the' and 'look'.
38. Opportunities to write for different purposes, like party invitations, shopping lists, and stories make children realise the important role writing plays in communicating with others. Most of the nine children currently in the older Reception class can write their own name and most of the 14 in the younger class can recognise theirs. All children are developing good knowledge of letter sounds and teachers encourage them to have a go at writing independently. However, although at least half of the Reception age children in the mixed Reception and Year 1 class are ready to use this knowledge to write at least the first letter of some of their words, adults do not encourage them to. This means that children take too long to make sense in their independent writing. The examples of handwriting provided by the classroom support assistants is not good enough and does not do enough to encourage children to form letters using the correct sequence of strokes.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Classrooms are full of mathematical words and learning opportunities, including the use of computers to promote children's understanding and use of mathematics.
- Teaching makes good use of what children can already do to decide what to teach them next.

### **Commentary**

39. Children use numbers confidently in their work and play; they achieve well from starting in the younger class to securely attain the mathematics' early learning goals identified for their age by the end of the second Reception class. Good teaching in both classes means that every opportunity is taken to promote counting, such as when doing the register, and to think about and use different shapes, for example when making pictures. Consequently, by the time they start in Year 1, most children count up to 20, match objects to numbers and name shapes. They use positional language correctly, such as 'above', 'below' and 'under'. Writing price labels in the

class shops focuses children well on the idea of money, and doing sums on computers keeps them interested. Often, mathematical activities are set out in free choice activity time, and teachers are well aware of which children need to learn and practise which skills and because of this they encourage particular children to work on particular activities, increasing the rate of progress children make.

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

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

### **Main strengths and weaknesses**

- Children achieve well to exceed the early learning goals identified for their age by the end of Reception because of high demands made on them.
- A good range of learning opportunities means that children learn well about all aspects of this area of learning and are well prepared for their National Curriculum subject work in Year 1.
- Children are very confident users of computers.

### **Commentary**

40. Whilst good regard is given to the Foundation Stage curriculum, good teaching and the demands on the oldest Reception children to work at a similar level to that of their Year 1 classmates mean that these children do well. For example, they have a good understanding of the idea of 'old' and 'new' from looking at old toys and talking about the differences between, for example, those that are in pristine condition and those that are damaged. Photographs of themselves as babies create interest and excitement as the oldest and youngest children look at and talk about how they have changed over time. Their birds'-eye plans showing their routes through the village from home to school illustrate their increasing understanding of places and their features, such as particular shops. Early scientific ideas are taught well and because of this, by the end of the Reception year, most children know what plants need to survive and can describe materials as 'bumpy', 'sticky' and 'squashy'. From their baking activities, they know that ingredients change when they are mixed together and change again when they are heated. Children's increasing confidence to use computers means that they control the 'mouse' well to move the cursor around the screen and use functions and menus to command the computer. As a result children use computers well to support their work in other areas of learning.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Children achieve well to exceed the early learning goals for their age by the end of the Reception class, mainly due to the high demands teaching makes on them.
- The variety of outdoor learning opportunities has improved since the last inspection; it is now good.

### **Commentary**

41. The creation of an outdoor learning area and improvements in the provision of equipment for climbing, pushing and pulling have led to standards rising in this area of learning since the last inspection. The youngest Reception children use the outdoor learning area effectively and the oldest ones make good use of the apparatus and space in the school hall. Teaching is good and teachers' high expectations result in the oldest Reception children attaining standards as good as their older Year 1 classmates. For example, in one lesson, the children joined the Year 1 pupils to move imaginatively to music and put together a dance sequence. They confidently

moved forwards, backwards and sideways, used the space well, and avoided bumping into each other. Younger children control the wheeled push and pull toys well to manoeuvre them around the outdoor learning area. Opportunities for them to 'paint' fences develops their hand control skills well, and back in the classroom joining together smaller construction equipment to make, for example, a house for Tiger to live in extends these skills well.

## **CREATIVE DEVELOPMENT**

42. Insufficient observations were made of this area of learning to make a secure judgement about provision. From the work around the school, children attain most of the early learning goals for their age by the end of the Reception year. Their drawings of old toys, for example, show careful observation and good attention to detail. The self-portraits, done in both classes, are well proportioned and children have successfully mixed paint to create just the right shade of hair, eye, and skin colour.

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

### **ENGLISH**

Provision in English is **good**.

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

- Very good teaching in Years 5 and 6 means that pupils make rapid progress and standards are above average.
- Standards in speaking and listening are above average throughout the school because planning is good.
- Effective leadership and management are raising pupils' and teachers' expectations and, following a dip in 2003, standards are rising again.
- Standards of handwriting and work presentation are good.
- Teaching in Years 1 to 4 does not always challenge the most able pupils well enough.
- Pupils with special educational needs achieve well because provision is good; it is very good in the withdrawal sessions, but more use could be made of their targets in lesson planning.
- There are good opportunities for pupils to further develop their literacy skills in other subjects.

#### **Commentary**

43. Pupils' achievements are satisfactory and standards in reading and writing are average in Year 2, as they were when the school was last inspected. Standards have improved in Year 6 where good achievement means that these are now above average.
44. Standards are improving throughout the school due to some significant recent improvements in the systems for checking what pupils can do and how well they achieve in each year group. The subject leader provides strong and effective leadership and has recently introduced a better system for checking pupils' progress linked to National Curriculum levels that shows teachers when pupils mark time or underachieve in their classes. She has firmly established what is the minimum progress acceptable in each year group and the good targets that will lead to high standards. This has raised expectations, because teachers are now clear about what they have to do. Pupils are more involved in their learning because a better system for sharing targets with pupils has been introduced so they know what they have to do to improve. Pupils' writing is monitored regularly and an improved marking system in place. This, together with regular observations of lessons, means that the subject leader has a good understanding of how the school needs to develop and an effective action plan to raise standards.
45. Pupils continue to achieve well in their speaking and listening, and standards are above average throughout the school as they were when the school was last inspected. Teachers make

lessons interesting and so pupils listen very well and find it easy to remember what they hear. Planning for developing pupils' speaking and listening skills has improved. There are good opportunities for pupils to speak in groups and they do so confidently and articulately. Activities such as Year 6 pupils debating whether fireworks should be sold to the general public and role-play in the 'fruit factory' in Year 3 mean that pupils learn to organise their thoughts and express themselves clearly.

46. Effective planning means that pupils achieve well in reading. Teachers make good use of guided reading sessions to give pupils individual attention. Probing questions challenge them to think hard and explain what they have read. Their vocabulary expands because teachers make sure they understand the new words they encounter. Such sessions devoted to literacy skills often reinforce the learning of verbs and tenses taking place in English lessons. Pupils enjoy reading because texts are interesting and teachers set a good example in their own expressive reading. Good use of interactive whiteboards in some lessons means that pupils can see and move around the text on screen. This helps them in their explanations, for instance by referring to particular passages when discussing the style and meaning of poetry in the Year 4 and 5 class. There is a good stock of books for reading, with styles and authors that appeal to everyone. However, the library, situated in the hall, is too small and the stock of books inadequate to support pupils in developing their research skills.
47. Teaching is satisfactory in the infant classes and good overall in the juniors. Staff are working hard to drive up standards in writing. The standard of pupils' handwriting and presentation, whatever their ability, is good. Teachers set high standards, and praise and encourage when pupils do well. However, many of the recent initiatives that have good potential for raising standards are not yet fully embedded or used consistently well in all the classes. Very good teaching in Year 6 results from the effective, consistent use of the new initiatives that are improving writing standards. Targets are displayed prominently and provide good reminders of what each pupil needs to do to move forward. When the teacher marks their work she highlights the effective features so that pupils use them again. Her lessons are very well planned with the right balance of instruction and time for them to practise new skills in their own writing. Pupils were excited by such tasks as writing a group newspaper linked to a Harry Potter story. They quickly organised themselves, deciding on an agreed system to elect an editor and then decided what types of items would make an interesting paper. They made good use of newspapers and other resources as a source of ideas. The teacher's brisk and challenging questioning meant they had a good understanding of what would attract the reader to their news items. They responded very well to the challenge, working hard and achieving very well.
48. Teachers have good knowledge of the subject and prepare their lessons thoroughly. They organise and manage pupils very well. They are clear about what pupils are to learn and make sure that they understand what they are to learn. Pupils behave and concentrate very well because adults forge very good relationships with them, are interested in what they have to say and use praise effectively. In satisfactory lessons in Years 2, 3 and 4, activities were sometimes less challenging than they might be, particularly for the most able pupils. This happens when teachers give these pupils a different activity, sometimes asking them to write or read more, but not pitching the actual task at a high enough level. The improved marking system is making a difference, but it is not yet consistently linked to pupils' targets. Comments rightly praise the good features, and this gives pupils confidence. Sometimes, teachers could do more to highlight in their comments how these higher attainers, and other pupils, can improve their writing.
49. The provision for pupils with special educational needs and those who are less able has improved considerably recently and, as a result, they achieve well. There are good systems now in place that identify them at an early stage. Even those pupils who are causing some concern have an agreed programme and targets that are reviewed regularly. Parents are fully involved in helping their children work on the tasks set for homework. Some pupils receive an extra boost from effective teaching by a learning support assistant in the afternoons. Her very good, one-to-one teaching, firmly focused on their targets, helps these less able pupils to achieve well in their reading and writing, and successfully raises their self-esteem. Although well supported by adults

in lessons, the targets for pupils with special educational needs are not always used so well in planning and adapting their literacy activities. This means that opportunities are sometimes missed to help them work on their targets and speed their progress further.

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

50. There are good opportunities for pupils to use their literacy skills in other subjects. They label diagrams in design and technology, produce well-written reports about the local church in religious education and write detailed conclusions about the results of their investigations in science. Pupils make good use of their new-found ICT skills in word processing poetry and writing book reviews. Older pupils use their literacy and speaking skills effectively in multi-media presentations for their classmates.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching is good, particularly in the Year 5 and 6 class where pupils do well to reach above average standards.
- Pupils with special educational needs are supported very well in withdrawal sessions, but in ordinary lessons teaching pays too little attention to their individual learning targets.
- Effective leadership and management mean that the school has made good improvement since its last inspection and has good capacity to improve further.
- Pupils make good use of ICT to support work in mathematics.
- The more able pupils in Years 1 to 4 are not always challenged well enough because teaching does not always tailor their work to their ability and sometimes explanations are too rushed to give a clear enough picture of the idea being taught.
- Teachers' marking praises pupils well, but gives insufficient guidance to pupils about what they are doing wrong and how they can improve their work.

### **Commentary**

51. Although pupils in Years 1 and 2 achieve reasonably well to attain standards in line with national expectations by the start of Year 3, the pupils in Years 5 and 6 do better than that to reach above average standards by the end of the school. This is because of sound teaching in Years 1 to 4 and very good teaching in Years 5 and 6. Year 6 pupils are already attaining aspects of the higher level. They calculate fractions and percentages of given numbers, and understand the relation between multiplication and division, checking their answers carefully by using inverse operations. Many of them can multiply accurately by 1000 and work confidently with numbers to two decimal places.
52. The best achievement and most rapid progress take place in the Year 5 and 6 class, where the teaching is lively and expectations are high. Pupils are excited by their personal targets, which give them direction and a goal to work towards. Lessons in this class are fast moving and work is adapted well to build on what pupils already know. Very precise, clear explanations, brought about by exceptionally good subject knowledge, mean that pupils understand the ideas taught, practise and consolidate them, and then move on quickly to the next stage. Pupils with special needs are supported very well in this class and always work at an appropriate level.
53. However, this does not happen often enough in the other classes and although the pupils with special educational needs are usually given lower level work, it is not usually directly linked to their identified needs, slowing their progress. In contrast, in the special twice-weekly one-to-one sessions they have with the support assistant who works with pupils who have special

educational needs, their learning targets are responded to and the work is tailored to suit these targets. This ensures that at these times these pupils make exceptionally good progress.

54. Nevertheless, there are strengths in teaching in Year 1 to 4. Teachers plan and prepare lessons well, and because of this lessons move at a good pace and no time is lost. All teachers insist on high standards of behaviour, which pupils rise to. Classroom assistants are always busy and provide effective support to teaching and learning. Teachers make effective use of interactive whiteboards. They program them very effectively well in advance of the lesson to save time and increase pupils' interest in what they are taught. ICT, and computers in particular, supports to good effect pupils' work in mathematics. Pupils produce, for example, computer-generated graphs and record information on spreadsheets in their data-handling work related to a football match. However, sometimes teachers stick too rigidly to their original plans although it is clear that pupils do not understand well enough the ideas being taught. This results in the more able pupils not always doing well enough because the work is too hard for them. In these lessons the teachers' explanations are too quick for them to follow and result in pupils needing a lot of adult support in order to be able to do the work.
55. The subject is led and managed well. The subject leader has a very clear picture of standards, the rate at which pupils achieve, and where the most and least progress is made. This is because of the impact of an effective newly implemented tracking system. From looking at pupils' work, she knows that marking is not working well enough because teachers' comments do not tell pupils what they need to do to improve and how to do it. She has also identified that the more able pupils do not always do as well as they could and is beginning to work with staff to resolve this problem. Her enthusiasm for the subject is good and, because she has a good idea of what is and is not working, she has the capacity to bring about further improvements. Target levels for pupils and staff to strive for give good direction to the subject's future.

### **Mathematics across the curriculum**

56. Mathematics is used and promoted well enough in other subjects. For example, in geography pupils look at different clock times around the world, and in history they learn where the Roman period and World War II are positioned on a time line. Mathematical skills were put to good use to read a force meter in Year 6 science and in Year 4 to produce a table showing where different mini-beasts live.

## **SCIENCE**

Provision in science is **good**.

### **Main strengths and weaknesses**

- Standards at the end of Year 6 are above average.
- Teaching is very good in the Year 5 and 6 class.
- The subject is well led and managed and because of this standards have improved over time.
- Pupils' interest and enthusiasm towards practical science are good.
- Teachers' marking is not effective enough in helping pupils to improve their work.
- There are too few opportunities, in Years 1 to 4 in particular, for more able pupils to develop enquiry skills.

### **Commentary**

57. Standards at the end of Year 6 are above average and pupils achieve well over time. Teaching and learning are good overall; they are very good in the Year 5 and 6 class. Here, relationships are excellent and pupils have a good understanding of their own learning. Pupils in this class in particular have a good understanding of what they are doing, and why, because the teacher shares with them what they are going to learn by the end of the lesson; consequently, they see the purpose of working hard. The teaching has very high expectations of the pupils, very good



subject knowledge and a very good understanding of pupils' needs. As a result, many of the Year 6 pupils are already working securely within the expected level, knowing, for example, that light is absorbed by dull surfaces, but reflects off shiny surfaces. They suggest ways to improve investigations and make them more valid and work out how to solve problems and record findings; many of them are well on their way to reaching above the expected level by the end of the year.

58. Pupils respond positively to their work in science and with genuine interest and enthusiasm so that they work very well together to share ideas and support each other. Pupils' work across the school is generally well organised and presented neatly and in a systematic fashion.
59. Teachers' planning is much improved. In Years 5 and 6 it provides more able pupils with opportunities to extend their investigations by exploring further and recording their findings accordingly. For example, in the shadows experiment, pupils went on to investigate other transparent and opaque objects and compare their properties and functions. However, planned opportunities for the more able to be challenged by appropriate questions and tasks are underdeveloped in Years 1 to 4, as is the skill of scientific enquiry through discussion. Marking is inconsistent. Although teachers recognise and acknowledge pupils' efforts and achievements, they make too few comments to help them to improve their work.
60. The subject leader supports staff well; this is because her role and responsibilities are clearly defined. She is involved in planning and monitors teaching and learning across the school to give her a clear picture of what works well and not so well. She has a clear vision for further improvements and is well supported by all teachers who regularly share with each other what they think worked well and not so well in particular lessons, learning from each other.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Improved standards since the last inspection means that these are now above average by the end of Year 6.
- The subject leader knows the subject well and provides very good leadership and management.
- ICT supports other subjects well.
- Pupils' attitudes to the subject are very good.

### **Commentary**

61. Standards at the end of Year 6 are above average. This is particularly due to vastly improved resources since the last inspection and very good teaching in Years 5 and 6. Relationships in this class are excellent and as subject leader, the teacher's knowledge and understanding of the subject and of pupils' needs are very good. Year 6 pupils present information in different forms, using, for example, text, sound and graphics. They create graphs using computer graphics and use the Internet confidently and safely to find out about, for example, history topics. They use the digital camera to help them with presentations and their good word-processing skills mean that they can quickly convert text to play script.
62. Pupils' attitudes towards ICT and the understanding of their own learning are very good. They demonstrate the capacity to work very well with others. In such situations they show respect for others' views, ideas and abilities. Photographic evidence shows how Year 4 pupils used their skills to help Year 1 pupils use the laptop computers. Pupils respond well to encouragement, support and guidance because the teachers' subject knowledge and understanding are least good. In two of the lessons seen, teachers were well supported by able teaching assistants who

recognised the needs of pupils of differing abilities, which enabled all pupils to make good progress. Pupils are very confident in applying their skills and achieve well by the end of Year 6.

63. The subject is well led and managed by a relatively newly appointed, yet very influential, subject leader who has guided and directed colleagues and pupils through a period of marked change and improvement. She has a very clear understanding of how to improve standards, whilst creating opportunities and experiences that are purposeful, challenging and enjoyable. A computer club to enrich the curriculum is planned for next term, so that pupils can further increase their ICT skills, knowledge and understanding. The subject leader has created a school website, which she intends to update with the help of the older pupils.
64. The school has committed generous expenditure towards new and extensive resources. Each classroom has a new projector, interactive whiteboard and laptop computer to support teaching and learning across the curriculum and there are additional new portable laptops for pupils to use in the classrooms. This new technology is used very effectively across the school by staff and pupils, has clearly contributed to the increased popularity of ICT and has improved skills and standards.

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

65. ICT supports most other subjects and is used consistently well to improve the quality of teaching and learning. In the Year 3 and 4 class, for example, pupils used ICT in literacy to produce colourful book reviews, and photographic evidence shows how they used the digital camera on their visit to a fruit factory, as part of a study linking literacy and science. In history, Year 5 and 6 class pupils researched Romans and Celts, demonstrating very good word-processing skills when they typed out the information they had found. In mathematics a compilation of data-handling examples includes applying ICT skills to draw and interpret graphs, and understand how to represent mode and range on a computer-generated graph. Pupils in Year 6 explained with confidence and precision how to make a multi-media presentation to promote features of their school of which they are proud. They identified their new learning and appreciated how new skills, knowledge and understanding can be effectively used to present relevant information to specific audiences.

### **HUMANITIES**

66. Inspectors saw only one **history** and one **geography** lesson and so no judgement is made about the quality of provision in either subject. However, from talking with the subjects' leaders and looking at pupils' work, standards are average at the end of Year 2 and Year 6.
67. The leadership of both history and geography is good. The subject leaders now have greater influence, responsibility and direction for improving the quality of education provided, because their role has recently expanded and developed. There is a newly introduced system to assess and record pupils' performance and progress. Subject leaders evaluate the quality of the teaching and learning and have a clear idea of what does and does not work. Resources are used well at times; for example, an interesting collection of old and new toys was used effectively to widen Year 1 pupils' knowledge and understanding in a history lesson. In Years 1 and 2 the new programme of work avoids any repetition and motivates the pupils. They now have opportunities to experience and develop appropriate mapping skills, which were reported as a concern at the last inspection.
68. There is very good use of ICT in the subjects, such as pupils researching information using the Internet in Years 4, 5 and 6 in their study of the Romans. Pupils use digital cameras confidently and meaningfully. Year 6 pupils' word-processing skills are very well developed to improve the range and quality of presentation. Teachers raise the subjects' profiles and celebrate pupils' work through prominent displays.

### **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

69. No lessons in **art and design, design and technology, music, or physical education** were seen during the inspection. Discussions with subject leaders and examination of planning show that there are now effective schemes of work and each subject is taught systematically. This is an improvement since the last inspection. The subject leaders provide good, enthusiastic leadership and management of their subjects, ensuring that the subjects are taught in sufficient depth and inspiring colleagues with their own enthusiasm. Their roles have also improved considerably in recent months, and they now have time out of their classes to check what is happening. There are sound record-keeping systems that enable them to see at a glance how well pupils are doing. These show that standards are average overall in art and design, design and technology, music and physical education.
70. Singing standards are above average. In assemblies, pupils sing songs such as *There's a Song Bursting Out of My Heart* enthusiastically and tunefully. Pupils practise for the church choir in school. Although a small group, boys and girls in the choir take pride in their singing. They show sensitivity to the words and good control of their voices when singing softly or loudly.
71. There is evidence of some good observational drawing work in Year 1 where good teaching successfully used art to support learning in a history lesson. Pupils studied old toys very closely, and carefully created their own drawings. The teacher supervised effectively, asking questions and pointing out details like the worn fur on a soft toy; some pupils produced detailed drawings that showed a good use of line and simple pencil shading. The art club for pupils in Year 3, and visits to places like the Harley Gallery and Yorkshire Sculpture Park, successfully extend pupils' skills and knowledge of artists and their work.
72. Standards in swimming continue to be above average, as they were the last time the school was inspected. Pupils benefit considerably from swimming lessons in each year, so that almost all exceed the expected standards by the time they leave the school. There is a very good range of extra-curricular activities, provided by a committed staff, that gives an extra boost to pupils' skills in physical education. There is evidence of higher attainment in the Year 4, 5 and 6 classes in games like netball. A team of boys and girls from these years successfully competed in local competitions, winning the Retford Netball Tournament and coming second in the local league.

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

73. Only one personal, social and health education and citizenship lesson was seen and so no judgement is made about the overall quality of provision for this curriculum area. The one lesson that was seen was in Year 6 and was very good. Pupils discussed with enthusiasm and shared with each other very clear views about whether or not the general public should be allowed to buy fireworks. The teacher's purposeful rapport with the pupils and her very good comments elicited some perceptive comments and suggestions from the pupils about safety, nuisance to others and the damage that fireworks can and do cause. They listened well to each other, thought carefully about their opinions, and produced counter-arguments.
74. Pupils of all ages learn about democracy from their work on the school council and they work hard to bring about and influence change. Pupils are enthusiastic about their role and rise to the added responsibility membership of the council brings. Pupils throughout the school follow rules well, learning how to get on with each other. They know about healthy foods, and that, as they grow older, people change. Playing co-operatively and working together are successfully promoted throughout the school and pupils of all ages get on well together. They face new challenges well when working on their personal targets.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

The leadership of other key staff	3
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).*