

INSPECTION REPORT

HOLLY HILL PRIMARY AND NURSERY SCHOOL

Selston

LEA area: Nottinghamshire

Unique reference number: 122579

Headteacher: Mr David Hetherington

Lead inspector: Selwyn Ward

Dates of inspection: 14th – 16th June 2004

Inspection number: 256464

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:	338
School address:	off Portland Road Selston Nottinghamshire
Postcode:	NG26 6AW
Telephone number:	01773 783909
Appropriate authority:	Governing body
Name of chair of governors:	Mr B Helliwell
Date of previous inspection:	10 June 2002

CHARACTERISTICS OF THE SCHOOL

Holly Hill Primary and Nursery is a larger than average school in the former mining village of Selston. It caters for boys and girls aged 3 to 11. The number of pupils on roll has fallen in recent years and that has, in turn, put pressure on the school's budget. All but a very small number of pupils are white and of British background. There are no pupils at an early stage of learning English as an additional language. On balance, pupils come from socio-economically disadvantaged homes, although the number known to be eligible for free school meals is broadly average. A below average number have special educational needs or statements of special educational need. These are principally for emotional and behavioural difficulties, but the school also caters for children with physical disabilities. Overall, pupils are below average when they join the school, with low social, language and communication skills. When the school was last inspected, two years ago, it was identified as having serious weaknesses.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
9271	Selwyn Ward	Lead inspector	
9561	Husain Akhtar	Lay inspector	
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23475	Karen Tomkins	Team inspector	English; art; design technology; music; physical education; personal, social and health education
30691	Kathleen Yates	Team inspector	<i>Foundation Stage</i> ; science; special educational needs

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Holly Hill is a good school. It is well led and managed and provides a good quality of education. As a result, pupils now achieve well. The school provides good value for money.

The school's main strengths and weaknesses are:

- The teaching is good and pupils of all abilities achieve well.
- The determined leadership of the headteacher has resulted in rapid school improvement.
- Marking and assessment are of a consistently high standard and give pupils very good guidance on what they need to do to improve their work.
- Some lessons are too long and the timetables do not make the best use of teaching time.
- Children get off to a very good start in the nursery and reception classes.
- Opportunities are missed for further developing pupils' speaking and listening skills.
- Most pupils behave well and are keen to learn.
- Pupils do not learn enough about the many different cultures in Britain.
- Relationships are very good and the school looks after pupils well.

It is just two years since the school was last inspected and judged to have serious weaknesses. The headteacher and staff team have worked very hard to bring the school a long way in quite a short time. The quality of teaching has improved and standards have risen sharply. All of the weaknesses identified in the last inspection have been tackled successfully, with some now among the many strengths of the school. There has been **very good improvement** since the last inspection.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

Similar schools are those whose pupils attained similarly at the end of Year 2.

Inspectors judge pupils' achievement by looking at the progress they make over their time in school as well as how well they do in lessons. **Achievement is good** for pupils of all abilities, including the more able and those with special educational needs. Pupils get off to a very good start in the nursery and reception classes. Although many are unlikely to fully attain all of the early learning goals that children are expected to reach by the start of Year 1, they make at least good progress in all of them. Their achievement in social development is very good. Almost all are likely to attain this early learning goal. Results in the national tests in Year 2 improved dramatically in reading, writing and mathematics. Having previously all been well below average, last year they were average in reading and mathematics, and in writing they were above average. In work seen in the current Year 2, standards are average in reading and writing but below average in mathematics. Standards are in line with national expectations in all of the other subjects inspected. In the Year 6 tests last year, although results were still well

below average in mathematics, they were below average in English and average in science. The trend in improvement is better than seen nationally. In work seen, standards, though still below average in English, are average in both mathematics and science. They are above average in information and communication technology (ICT) and history. In all other subjects inspected, standards are in line with those expected nationally.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are good, but they do not have enough opportunities to explore the multicultural nature of British society. Pupils enjoy school and are keen to learn. They are friendly and polite and the behaviour of all but a very small number of Year 6 boys is good, both in lessons and around the school. Attendance is satisfactory.

QUALITY OF EDUCATION

The quality of education provided is good. The teaching is good. Teachers plan well, making very good use of assessment information so that lessons are matched well to pupils' different capabilities. The most effective lessons move at a brisk pace, with short, varied activities that keep pupils interested and involved. In these lessons, pupils get a lot done. Teachers question pupils skilfully - making sure all the pupils join in, checking that they understand and helping them to build on what they have learnt before. Teachers get on very well with their pupils. Teaching assistants provide effective help to pupils with special educational needs and, as a result, these pupils learn and achieve at the same rate as others in the class. Where teaching, though satisfactory, is not as effective, it is generally because lessons are too long or where teachers allow too long for activities so that some pupils' attention begins to wane. Marking is thorough and of a consistently high standard throughout the school. It provides pupils with very good guidance on what they need to do to improve their work. Pupils are also given very good guidance to help them improve through the targets they are given that show them what they need to do to do better. Support for pupils' welfare is good. The curriculum is satisfactory. Although the school has concentrated on the need to improve achievement in English and mathematics, other subjects have certainly not been neglected. All *National Curriculum* requirements are met and there has been some imaginative work linking subjects together so that topics are covered in more depth. Teaching time, however, is below the recommended minimum and timetables do not make the best use of time because a number of lessons are too long. Pupils would also benefit from more opportunities to develop their speaking and listening skills. There is a satisfactory range of out-of-school activities. Although older pupils benefit from many clubs, there are very few for younger pupils. Accommodation and resources are satisfactory. Displays are now used particularly well to create a stimulating learning environment for the pupils. There are good links with parents, other schools and the local community.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher has provided very effective leadership in driving forward the improvements of the past two years and in supporting and developing the staff team. Management is good and all staff with leadership roles are effective. Governors do a good job. They are supportive of the school and have a good understanding of its strengths and weaknesses. They have been successful in ensuring that legal requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils expressed very favourable views of the school. Some parents expressed concerns over the large class sizes in some year groups. Inspectors agree with their favourable

views. Although there are some very large classes, inspectors found that, with the good support provided by teaching assistants, teachers are able to manage these classes effectively so that pupils achieve well.

IMPROVEMENTS NEEDED

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

- Revise the timetable to make better use of valuable teaching time.
- Extend the opportunities for pupils to develop their speaking and listening skills.
- Enable pupils to learn more about the multicultural nature of British society.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and areas of learning

Standards are average or better in almost all subjects and this represents **good** achievement.

Main strengths and weaknesses

- Pupils achieve well throughout the school and standards are now in line with or above national expectations in almost all of the subjects inspected.
- Pupils' writing and speaking and listening skills are below average by the end of Year 6.

Commentary

1. Inspectors judge pupils' achievement looking at the progress they make over their time in school as well as how well they do in lessons. In the last inspection, two years ago, pupils' achievement was satisfactory in the nursery and reception years, unsatisfactory in Years 1 and 2, and poor in Years 3 to 6. The last report described a legacy of underachievement with significant gaps in knowledge and skills, particularly of pupils in Years 3 to 6. Over the past two years, through determined leadership and effective teamwork, making good use of support from the local education authority, the school has worked hard to improve the quality of teaching, make much more effective use of assessment and raise standards - despite the financial pressures that have resulted in very large classes in some year groups. They have been very successful. Standards have risen sharply and pupils are now achieving well throughout the school. This represents very good improvement since the last inspection.
2. Children join the school with a range of capabilities, but, overall, they are below average. Their social, language and communication skills are particularly low. Although as many as half the pupils are unlikely fully to attain all of the early learning goals expected of children by the end of the reception year, so that they are below average when they start in Year 1, this nevertheless represents good achievement, with children achieving very well in some areas of learning, particularly in their social development.
3. The tables below show the average points scores attained in the Year 2 and Year 6 tests in 2003 (with the 2002 scores in brackets). One point represents roughly one term's progress. The improvement from 2002 to 2003 is very evident in almost all of the test scores. In writing in Year 2, for example, pupils in 2002 were roughly two terms behind pupils nationally. In 2003, pupils were more than a term ahead. There was strong improvement in all the test results in 2003, with the exception of mathematics in Year 6. Even with the disappointing results in mathematics, however, the trend in improvement was better than seen nationally in both Year 2 and Year 6.

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

Standards in:	School results	National results
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reading	15.8 (13.7)	15.7 (15.8)
writing	15.8 (12.5)	14.6 (14.4)
mathematics	16.8 (14.9)	16.3 (16.5)

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

4. Results in the Year 2 national tests last year were average in reading and mathematics, both compared with schools nationally and with those with a similar proportion of children known to be eligible for free school meals. In writing, they were above the national average and well above average when compared with similar schools. In the work seen in the current Year 2, standards are average in reading and writing. They are below average in mathematics. Teacher changes earlier this year in Year 2, including staff illness and a redundancy, have been a barrier to improvement this year and interrupted the progress that pupils were making. In lessons, however, pupils are now learning and achieving well. Standards in science and in all of the other subjects inspected are in line with those expected nationally.

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

Standards in:	School results	National results
English	26.1 (25.4)	26.8 (27.0)
mathematics	24.9 (25.2)	26.8 (26.7)
science	28.9 (27.4)	28.6 (28.3)

There were 45 pupils in the year group. Figures in brackets are for the previous year.

5. When compared with those seen nationally, results in the Year 6 tests last year were average in science, below average in English and well below average in mathematics. When compared with schools where pupils attained similarly when they were in Year 2, results were average in mathematics, above average in English and well above average in science. This shows that pupils made good progress, although their starting point was low because there had been underachievement in the school in the past. Pupils did less well in mathematics last year than in the other subjects because they still had some gaps in their understanding because of elements that had been missed out in previous years.
6. The school's analysis of results identified, in particular, weaknesses in pupils' mathematical problem-solving skills. These have been part of a whole-school focus this year, with an emphasis placed on developing these skills from the reception year through to Year 6. As a result, standards in work seen in the current Year 6 are much higher. They are now broadly in line with those expected nationally. In English, standards are below average, particularly in writing and speaking and listening, but they are average in science. In all three subjects, pupils are achieving well in relation to their abilities and how well they have done before. In ICT and history, standards are above average. Pupils achieve very well in these subjects. Standards are average in all of the other subjects inspected.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **good**, as is the school's provision for their spiritual, moral, social and cultural development. Attendance is satisfactory.

Main strengths and weaknesses

- Pupils take an active interest and are keen to learn.
- Almost all pupils behave well as a result of high expectations set by adults, and relationships in the school are very good.
- Pupils' personal development, including their spiritual, moral and social development, is well supported.
- There are not many opportunities for pupils to experience the rich diversity of British cultures and beliefs.

Commentary

7. Parents quite rightly believe that the school does an effective job in helping their children to become mature and responsible young people. Pupils' good personal development is encouraged throughout the school, with children making particularly good progress in their social development in the nursery and reception years. Through the curriculum, including personal, social and health education lessons and the extracurricular activities on offer to older pupils, pupils learn social skills and moral choices and are motivated to see the rewards for their efforts. They have good understanding of the difference between right and wrong, even if a very small number do not always act accordingly. Adults, through example, promote calmness effectively. In the school council, pupils develop their understanding of democratic processes and their responsibilities. Pupils learn the appropriate ways to react when frustrated or angered through well-planned *Circle Time* sessions, where the children sit in a circle and have the opportunity to take turns talking and discussing issues. Initiatives, such as the introduction of *Playground Peacemakers* (older pupils helping to mediate playground disputes and any falling out among friends) and the work of external behaviour management consultant, have also contributed to the good improvement in pupils' personal development since the last inspection.
8. Religious education and assemblies help to raise pupils' spiritual awareness, and performing arts and visits support their cultural development, but there are not many opportunities to widen pupils' experiences of the diversity cultures and faiths in modern Britain. There are few visits to places of worship and visitors from the different faith groups to enrich the curriculum. Good opportunities for older pupils to participate in a variety of extracurricular activities, including the sports activities and residential trips, extend pupils' experiences and help them to become independent and self-reliant. Pupils take part in these with enthusiasm.
9. In class, pupils are keen to do their best. Lessons run smoothly and pupils learn well. Many have quite a short attention span, however, so they learn best where teachers are successful at varying the tasks they are set and where lessons do not go on too long. Relationships throughout the school are very good. Pupils get on well with one another and with the teachers and other adults in the school. Boys and girls co-operate well in lessons when working together in pairs or small groups. Outside, pupils play together happily in their play areas. Anti-social behaviour, like bullying, is not a problem, and pupils express confidence that if any issues arise, staff will deal with them effectively.

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	253	10	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	2	0	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – any other Asian background	2	0	0

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

10. Behaviour of almost all the pupils, both in lessons and around the school, is good. There is, however, a very small number of boys in the older classes whose behaviour causes concern. They are generally managed effectively so that any incidences of misbehaviour are not allowed to disrupt the learning of other pupils. Exclusions have been for very short periods. In some cases, the exclusion has simply been over the lunchtime period – which, in other schools, often goes unrecorded. Correct procedures for exclusions are followed.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.4	School data:	0.6
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.

11. Attendance is not as good as it was in the last inspection. Last year it was satisfactory although, in the current year, attendance rates have improved and unauthorised absence has fallen. Most pupils attend regularly and punctuality is good. Authorised absences are due to widespread illness and to family holidays being taken during term time. Unauthorised absence was because parents failed to notify the school why children were absent. There is no evidence of any truancy.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. The teaching is good, with very good marking and assessment. The curriculum is satisfactory. There are good links with parents, other schools and the local community. Arrangements for the care and welfare of pupils are good.

Teaching and learning

Teaching and learning are **good**, with a particularly high proportion of very good teaching in the nursery and reception years. Marking and assessment are very good.

Main strengths and weaknesses

- Assessment information is used very well to plan work that matches pupils' different abilities.
- Relationships are very good, which helps to motivate the pupils.
- Marking gives pupils good guidance on what they need to do to improve their work.
- Some lessons are too long and do not make the best use of the time.
- Teaching assistants are used well to help pupils with special educational needs.

Commentary

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	12 (28%)	21 (49%)	9 (21%)	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.

12. The headteacher and leadership team have focused much of their efforts to raise standards on improving assessment and the quality of teaching. They have been very successful in this. The improvement in teaching and learning has been very good, and the

improvement in marking and assessment has been excellent. There is much more good and very good teaching than was seen two years ago in the last inspection. Then, one lesson in ten was unsatisfactory. In this inspection, only one unsatisfactory lesson was seen. Assessment, which was identified as a key weakness in the last inspection, is now a significant strength of the school.

13. Lessons are well planned. Teachers make very effective use of their assessments of how well pupils are doing so that, in planning lessons, work is matched well to the different capabilities of the pupils. This is the case even within mathematics lessons where pupils are grouped in ability sets. Teachers recognise that even within the sets there are pupils with quite a wide range of abilities and they are careful to ensure that work offers appropriate challenge to all. This accurate matching of work to pupils' individual capabilities is enabling pupils of all abilities, including the more able, to achieve well.
14. Relationships throughout the school are very good. Teachers and the other adults in the school get on well with the pupils. In the nursery and reception years, children are motivated to work hard simply because they are eager to please their teachers and adult helpers. Teaching assistants are used well to support pupils' learning and, as a result, pupils with special educational needs achieve as well as others in the class. Although some of the class sizes are large, and this is of concern to parents, the potential difficulties of teaching groups of as many as 36 (due to rise to 38 next term) are avoided by teachers through their effective planning and their good use of teaching assistant support. Because it was raised by parents, inspectors looked carefully at this issue but saw no evidence of pupils being disadvantaged by the large class sizes.
15. In most lessons, teachers share with pupils the purpose of the lesson, so that the pupils know not just what tasks they are expected to carry out but also what it is they are expected to learn from them. In a few cases, however, teachers simply explain the tasks to be completed so that pupils do not have such a clear idea of the real learning objectives. In many lessons, pupils learn well because of teachers' skilful use of questioning to check pupils' understanding and to help them build on what they have learnt before. Teachers frequently direct questions to pupils, rather than simply taking answers from those that volunteer, and this helps to ensure that the whole class is fully included and involved.
16. The most successful lessons make very effective use of the teaching time because pupils are set a series of varied activities, often against strict time limits. These keep pupils interested and involved, and result in pupils getting a lot of work done in the lesson. Where lessons, although satisfactory, are less effective, it is often because they are timetabled for too long and too long is allowed for individual activities. Though the pupils are keen to learn, many have quite short attention spans. When teachers give very long lesson introductions or where there is a lack of variety to the tasks being set, some pupils' attention begins to wander and they do not learn as much. A very small number of older boys have behavioural problems. In general, these are managed well so that the boys themselves learn and make progress and any incidence of rowdiness is not allowed to disrupt the learning of others. In just one instance, however, the misbehaviour of one or two pupils was allowed to interrupt the pace of the lesson and disturb the concentration of others so that pupils did not learn enough.
17. In their questionnaire responses before the inspection, parents expressed very favourable views about the quality of teaching. An unusually high proportion indicated that they were

satisfied with the amount of homework that was set. Inspectors found homework used well to reinforce learning from lessons.

18. Marking is thorough and is of a consistently high standard in all classes and across all subjects. It gives pupils a very clear picture of how well they are doing and of what they need to do to do better. Often, teachers pose pupils questions in their marking to which pupils, in turn, reply, establishing a productive dialogue. The high quality marking makes a significant contribution to the improvements seen in pupils' achievement.

The curriculum

Curriculum provision is **satisfactory**. There is a satisfactory range of clubs and other out-of-school activities. Resources and accommodation are satisfactory. Display is used well.

Main strengths and weaknesses

- Some lessons are too long.
- Opportunities are missed for developing pupils' speaking and listening skills.
- Imaginative and attractive displays create a stimulating learning environment for the pupils.
- The amount of teaching time is less than the recommended minimum.
- Although there is a good range of extracurricular activities on offer to pupils in Years 3 to 6, there is little provided for younger pupils.

Commentary

19. The curriculum in the nursery and reception years is very good; much improved on the last inspection. It is very well matched to the children's needs and enables them to make consistently good, and often very good, progress in all of the areas of learning. The curriculum in the rest of school is satisfactory, which is similar to the position described in the last inspection. Although the school has concentrated on the need to raise standards of achievement in English, mathematics and science, this has not been at the expense of other subjects. All *National Curriculum* requirements are fully met. The school has begun to adopt ideas promoted in the Government's *Excellence and Enjoyment Strategy* to link subjects together so that work in literacy links in with and builds on work being done in, for example, history. Where this strategy has been followed, pupils have benefited in that they have been able to cover topics in greater depth than they might otherwise have done. A weakness of the curriculum, however, is in the organisation of the school day. The amount of teaching time is below the recommended minima for both Years 1 and 2 and Years 3 to 6. In addition, the timetable does not make the best use of teaching time. Most of the lessons are more than an hour long, which tests the attention span of some of the pupils. In some of these, pupils struggle to maintain concentration.
20. At present, some opportunities are missed in lessons for pupils to develop and present arguments and discussion or to use drama and role-play. The school has itself identified this shortcoming in its school improvement plan, recognising that improved speaking and listening skills, particularly in Years 3 to 6, could help to further raise standards in writing.
21. For pupils with special educational needs, including those with physical disabilities, the provision throughout the school is good. Pupils' individual educational plans have specific, short-term targets, and teachers use these well when planning lessons. The school regularly involves appropriate outside agencies and this assistance is used effectively, supplementing the good support given daily by teaching assistants. As a result, pupils with special educational needs achieve well and make good progress towards attaining the individual learning or behavioural targets set for them.
22. Displays were criticised in the last inspection. The school has responded very well to this inspection issue. Displays are now used well to celebrate pupils' achievement, raise pupils' self-esteem through showcasing their work, and to create a stimulating learning environment in classrooms and around the school.
23. The school benefits from an attractive site with generous playground space and playing fields. There are sufficient classrooms but those in Years 1 and 2 are semi-open-plan which means that there can be quite a lot of background noise from neighbouring classes. Pupils obviously adjust to this, however, as there was no evidence that any children were

being distracted by what was going on in other teaching areas. Resources, good in English, are satisfactory in other subjects. Staffing is satisfactory, although the pressure on the budget caused by the fall in recent years of the number of pupils on roll has meant the school has had to make teachers redundant and increase some class sizes.

Care, guidance and support

Care and support for pupils are **good**. Advice and guidance for pupils to improve their work are now very good. The involvement of pupils through seeking, valuing and acting on their views is good.

Main strengths and weaknesses

- Individual learning targets set for pupils are helping to raise standards of achievement.
- Pupils are looked after well.
- Children are helped to settle in quickly when they first join the school.

Commentary

24. The good arrangements reported in the last inspection for the care and welfare of pupils have been maintained. Staff have a shared commitment to the welfare and happiness of all pupils that creates a positive environment for learning. Parents are rightly confident that their children are fairly treated and well cared for. Pupils with special educational needs are supported effectively. Day-to-day care of the site ensures any perceived hazards are quickly dealt with. Arrangements to treat unwell pupils are satisfactory. The headteacher, who is the child protection liaison officer, is suitably trained and keeps others well informed. Supervision at breaktime and lunchtime is sufficient. The personal, social and health education provided by the school gives appropriate priority to raising pupils' awareness of relevant health, citizenship and social matters, such as the ills caused by misuse of drugs. Staff responsible for the wellbeing of the youngest children ensure they settle in happily and that they and their parents quickly feel at home. Transfer to secondary schools is well supported.
25. Assessment procedures have improved considerably since the last inspection when they were identified as a key weakness. The systems to keep track of how well each pupil is doing and use this information to raise pupils' academic performance are now very effective. Pupils are set individual targets, which they know and which they refer to in their work. As a result, they have a clear understanding of exactly what they need to do to improve their work. Pupils' personal development is monitored well. This, along with the system of rewards and sanctions, promotes an atmosphere that is almost free of any oppressive behaviour such as bullying. The pastoral needs of vulnerable pupils, such as those with physical disabilities, are well supported and their progress is monitored effectively.
26. The school council and pupil questionnaires provide effective means to gauge pupils' views and involve them in shaping the work of the school. Pupils feel that they are listened to.

Partnership with parents, other schools and the community

Parents are supportive of the school and the partnership with them is **good**. There are good links with other schools and with the wider community.

Main strengths and weaknesses

- Parents' confidence in the school is high.
- Reports could provide more guidance to parents on how they can help their children learn.
- Links with other schools and wider community are productive.

Commentary

27. Parents express very favourable views about the school and clearly recognise the improvements that have occurred over the past two years. Partnership arrangements, previously satisfactory, have also improved since the last inspection. Parents are now kept well informed about the school and its work. The school prospectus and the governors' annual report contain helpful information and meet legal reporting requirements. Parents are invited to individual consultations to discuss their child's progress and these are supplemented with collective opportunities to discuss what is being taught. Annual reports to parents on their child's progress provide good information on how well the child is doing, although they do not offer practical guidance to parents on what they could do to help raise their child's achievement.
28. Parents are supportive of the school. Their attendance at formal and informal meetings is good. A number of parents voluntarily help in the school, particularly in younger classes. The school can rely on most parents' support and co-operation in dealing with any concerns. Parents of pupils with special educational needs are involved well in the process of agreeing and reviewing their individual education plans. The Family Learning Programme, which helps to raise parents' interest in education and provides necessary skills for them to influence their children's learning at home, is well received. Parents helpfully support social events and raise money for the school. There is an active parents' association.
29. Good links with the secondary school to which most pupils transfer ensures smooth transition. Visits and visitors enrich the curriculum and contribute towards pupils' welfare and personal development. Community activities, like pupils taking baskets of food out to old folk at Harvest time, supports pupils' social development. Pupils benefit from the coaching provided by local professional sports clubs.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good**. The leadership of the headteacher is very good. Staff with leadership roles are effective and the school is well managed. The governors do a good job.

Main strengths and weaknesses

- The determined leadership of the headteacher has helped to drive forward school improvement.
- Staff work as an effective team with a shared commitment to raising standards.
- Governors have a good awareness both of the strengths of the school and of what could still be improved.
- Although there is a deficit budget the school has focussed appropriately on raising standards.

Commentary

30. The very good improvement in the short time since the last inspection is due to the very clear leadership of the headteacher. He has focussed on racking up standards across the school and ensuring that all pupils, whatever their ability, achieve well. In order to do this, he has built an effective team that has risen to the challenge. All key staff lead their subjects well and play a vital part in school improvement, even though some are relatively new to their subject co-ordination role. They work together well in order to raise standards across the school. They are supportive of each other and look for effective ways to improve provision. This has resulted in mathematics, for example, being identified as a weakness, and the whole school looking at strategies to improve. As a consequence standards are rising.

31. The governors support the staff well and do a good job. They are fully aware of what the strengths of the school are and how hard the staff have worked to bring about improvements. They understand what still needs to be done and are well placed to support the school further. They are forward thinking and this shows in the financial management of the school. Because the number of pupils on roll has fallen in recent years, the school has had to agree a deficit budget with its Local Education Authority. Nonetheless, financial management is well planned so that current pupils are not disadvantaged through lack of money.
32. Monitoring of teaching and learning and use of the school's assessment records to keep precise track of how well pupils are doing, have contributed strongly to improvements in the quality of education provided by the school and, in turn, to raising standards. The consistent approach, for example to marking, seen throughout the school, is an indicator of the effectiveness of management.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	800,108
Total expenditure	817,210
Expenditure per pupil	2,443

Balances (£)	
Balance from previous year	-26,496
Balance carried forward to the next	-43,598

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

33. There are 61 children attending the nursery part-time. Another 38 children are full-time in the reception classes. Overall, the attainment of children when they join the nursery is below average. Their social, language and communication skills are well below average. Although children achieve well during their time in the nursery and reception years, a significant number fall short of attaining all of the early learning goals that children are expected to reach by the start of Year 1. In their personal, social and emotional development, however, the children make exceptionally good progress. Despite their low starting point, by the end of the reception year, almost all are likely to attain the expected standard in this area of learning.
34. There has been good improvement since the last inspection in the provision for children in the nursery and reception years. Teachers plan very well together so that all children, including those with special educational needs, are provided with a wide variety of stimulating experiences. Activities in classrooms and outdoor areas are highly organised and make learning fun. Displays are of high quality and celebrate children's work well. Support assistants and nursery nurses are well qualified and make a most valuable contribution to children's learning. Teaching and learning are at least good in all areas of learning in both the nursery and reception years. In personal, social and emotional development, communication language and literacy, and knowledge and understanding of the world, teaching is very good. All children, including those with special needs, achieve very well in these areas of learning. Current procedures to assess the attainment of individual children are very thorough, and there is a comprehensive recording system which gives an instant overview of the progress of whole classes. This is an improvement on the findings of the previous inspection. The *Foundation Stage* is well led and managed and there are good arrangements for induction that help children to settle happily into nursery and to transfer confidently into reception and, eventually, into Year 1.

Personal, Social and Emotional Development

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

Main strengths and weaknesses

- Staff enjoy very good relationships with children.
- Children learn very well the importance of sharing and helping others.

Commentary

35. The very good relationships that staff and children enjoy ensure that even the very young children who are tearful when separating from their parents or carers settle quickly and are made to feel secure. The classes offer a warm and inviting environment and all staff provide very good role models for the children. Daily routines are consistently applied so that children know exactly what is expected of them. For example, when the music tape is played in nursery, the more confident children respond quickly to this as the signal to tidy

up. This helps them to develop a sense of responsibility and to care for their environment. Older children in reception participate keenly in activities and persevere with a chosen pursuit and show a growing ability to concentrate and sit quietly when appropriate. They have very good attitudes to learning and are well behaved. They co-operate very well in joint activities, share resources sensibly and spontaneously offer assistance to their peers.

Communication, Language and Literacy

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

Main strengths and weaknesses

- Teachers speak clearly and good listening skills are developed very well.
- Activities are very well matched to children's different capabilities.
- Sometimes teachers' questions do not require children to give adequate responses.

Commentary

36. Teachers and assistants speak very clearly to children and read stories expressively so that they capture children's interest. Activities are very well planned to cater for the wide range of abilities in each class. Less able nursery children demonstrated their enjoyment of *Jack and the Beanstalk* as they matched up characters, such as the hen who laid the golden eggs, to appropriate places on a colourful storyboard. The pop-up features intrigued them and they frequently returned to examine, lift and replace other characters, showing a growing recall of events. More able reception children are confident speakers and are beginning to read short stories competently and write a simple sentence accurately. Less able children enjoy looking at stories through pictures and are very well supported as they match words to objects by clearly identifying the sounds in words. In all classes, reading books are regularly sent home and parents are frequently encouraged to contribute to their children's learning by sharing books with them. On rare occasions, teachers do not encourage children sufficiently to use new vocabulary so that their language skills, which are low on entry for a significant number, are not extended as much as they could be.

Mathematical Development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Adults use resources well to make learning meaningful for children.
- The setting of children according to their abilities brings a sharper focus to learning.

Commentary

37. Adults have a very good understanding of children's capabilities and match activities well to their levels. In the nursery, more able children explore how many 'bugs' may be fitted onto a stone. This activity develops their language well as they discover that a greater number can be fitted on if the bugs are 'small' ones. Adults also provide well for less able children who are encouraged to use mathematical language of *under* and *over* as they assemble large construction equipment in their outdoor play. In the reception year,

children are organised into ability sets for this area of learning. More able children participate well in activities where they develop a sound understanding of the vocabulary of addition as they find different ways of making 10 and learn to check their answers. Less able children learn to use numbers in order in familiar contexts. In all activities, adults speak very clearly, emphasising good mathematical language.

Knowledge and Understanding of the World

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

Main strengths and weaknesses

- Children are learning very well through investigation and by describing what they find.
- Children's independence is promoted well.

Commentary

38. There are many very well planned activities for all children to develop their knowledge and understanding of the world. In all classes, children are encouraged to use all their senses well as they explore and examine the texture, shape, smell and eventually the taste of familiar and less familiar fruits. The adults use very good explanations and encourage children to describe simple features effectively. Nursery children describe the orange as '*round and juicy*' while reception children describe the banana as shaped '*like a moon*' and learn that an avocado has a big stone inside. They sort fruit according to the inner contents, the outside covering and by shape. Skills in using information technology are developed well as nursery children learn to operate a tape recorder so that they may access and listen to story tapes independently and a nursery nurse patiently explains to a more able child how he could *shut down* a computer program. Reception children confidently use the computer to draw flowers.

Physical Development

Provision in physical development is **good**.

Main strengths and weaknesses

- Children show growing confidence because activities are well planned.
- Good use is made of the outdoor area.

Commentary

39. Lessons are well planned and the purpose of activities is carefully explained to children so that they are confident about what they are to achieve. Nursery children eagerly worked alongside a parent helper as they follow her instructions to plant two sunflower seeds. More able children completed the task independently, remembering the sequence of collecting a plant pot, filling it with compost, introducing two holes and positioning the seeds appropriately before pouring in water. Reception children show increasing control when operating equipment by means of pushing and pulling in the enclosed outdoor area. They work confidently with a variety of materials and show increasing independence and accuracy as they persevere in developing their cutting and joining skills.

Creative Development

Provision in creative development is **good**.

Main strengths and weaknesses

- Teachers plan very thoroughly for a wealth of creative activities.
- Role-play activities help all children gain in confidence.

Commentary

40. Children in the nursery sing rhymes about counting and ordering and enact stories alongside adults who develop their language well. They identify parts of their body as they sing *Heads, shoulders, knees and toes* and the more able accompany this with appropriate actions. Nursery staff encourage children to select and use colours independently as they mix paint and experiment with varying the amounts of water. They work well together and are learning to share resources sensibly. Teachers use role-play to promote all areas of learning very effectively. Reception children make good use of a 'Garden Centre' to count out money and label plants and prices, and they confidently engage in drama to portray feelings of shock, anger and sadness to reflect the feelings of Jack and his mother when the family cow is exchanged for beans. Children's work is displayed very effectively and children take justifiable pride in their achievements.

SUBJECTS IN KEY STAGES 1 & 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Improvements in teaching and assessment have resulted in sharply raised standards.
- Very good links are made with other subjects enabling pupils to develop and practise their literacy skills in other lessons.
- Opportunities are missed for pupils to practise and develop their speaking and listening skills.

Commentary

41. The school has put in place very effective procedures for monitoring the quality of teaching and learning. Pupils' progress in reading and writing is carefully tracked and results are thoroughly analysed. The information gathered is very well used to help teachers plan work that is both challenging and closely matched to what pupils need to learn next. These strategies have helped to drive up standards significantly since the last inspection. By the end of Year 2, pupils are reaching standards in speaking and listening, reading and writing that are in line with national expectations. They achieve well in relation to their levels of attainment on entry to the school. By the end of Year 6, pupils are also achieving well in relation to their prior attainment. Although standards overall are below average, in reading they are average. The work in these pupils' books indicates that writing is improving and coming close to national expectations. Speaking and listening skills are below average. There is no significant difference between the achievement of boys and girls.

42. Teaching and learning are good overall, and occasionally very good. No unsatisfactory teaching was seen. The work in pupils' books is very thoroughly marked with constructive comments and clear indications of what pupils have done well and how they can improve further. As a result, both pupils and teachers know when progress has been made and targets met. Teachers are confident, knowledgeable and have high expectations. Lessons are generally well managed, lively and interesting, so that pupils are keen to respond and become engrossed in their work. Teaching assistants make a significant contribution in ensuring lower attaining pupils and those with special educational needs are fully included, work hard and achieve well. Lessons are often too long, however, and occasionally pupils spend too long on one task and their attention wanders. In one very good lesson about dealing with dilemmas and making choices, good use was made of drama to encourage pupils to listen to each other's questions and the responses so as to build up a picture of what had taken place. In another lesson exploring the features of rap poetry, good use was made of *response partners*, where pupils discuss their ideas in pairs, to ensure that all pupils were involved in the discussion. However, too often opportunities for pupils to develop their speaking and listening skills are missed. This has a negative effect on their ability to express themselves both orally and in writing.
43. English is very well led and managed. The school has a very clear view of what is working well and knows which aspects of the subject need further development. Raising standards in writing by the end of Year 6 remains a priority, for example. Plans are also in place to look at ways to improve pupils' speaking and listening skills.
44. Improvement since the last inspection is very good. Standards are much higher across the school and the quality of teaching and learning is significantly better. The work seen in Years 1, 3 and 4 during the inspection indicates that standards in writing are set to continue improving. The majority of pupils in these classes are already working at the nationally expected levels for their age groups. Specific issues identified in the last inspection have been tackled successfully. As a result, spelling is improving and younger pupils confidently use their knowledge of letter sounds when reading and writing. Resources have been updated with particular attention to providing stimulating material for boys to improve their motivation.

Language and literacy across the curriculum

45. Very good opportunities are provided for pupils to apply and develop their literacy skills in other subjects. For example, pupils write explanations of processes such as pollination in science. As part of their religious education, they write reports of their visit to a 'Time Travelling Event' at Southwell Minster and they develop their persuasive writing and research skills in history. Pupils use ICT effectively to make Powerpoint™ presentations and to create attractive covers for their poetry anthologies.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards have risen because work is very well matched to pupils' capabilities.

- There are too many worksheets in Years 1 and 2 and this limits the opportunity pupils have to record using their own methods.
- Marking is very good and gives pupils clear guidance on how to improve their work.

Commentary

46. Standards by the end of Year 2 are much improved since the last inspection. Two years ago, they were well below average. Last year, test results were average. Current work is not quite as good, being below average, but it is still much better than was previously reported. Standards are below those expected nationally because the current Year 2 suffered some interruption to their learning this year due to staff illness and because there is an over-emphasis on using worksheets. This means that pupils have too few opportunities to record for themselves. By the end of Year 2, pupils are confident discussing how they will solve number problems, but are not so sure when it comes to writing down their answers, because they are too used to having formats ready for them to fill in.
47. The school has successfully identified the areas in which pupils did least well last year and standards in the current Year 6 are substantially higher than those reflected in last year's tests. By the end of Year 6, pupils have made good progress and reach standards that are broadly in line with those expected. The whole-school focus on mathematics has resulted in pupils being much more confident in using a variety of strategies in solving mathematical problems.
48. Pupils' achievement overall is good. Although pupils in Years 1 and 2 make steady progress and their academic achievement is satisfactory, they are nevertheless keen to learn and are well placed to make good progress in the older classes. By the time they are at the end of Year 6 all pupils have made good progress relative to their ability. Those pupils with special educational needs are supported well in class so that they make good progress and achieve as well as they are able. The most able pupils are challenged appropriately and make good progress. A major factor in this overall good achievement is the school's policy on setting pupils. This has proven successful because, even within the sets, teachers are careful to ensure that work is matched well to the often still quite wide range of capabilities of the pupils.
49. Teaching and learning are good throughout the school. Teachers in Years 1 and 2 work closely together so that all pupils become keen mathematicians. The teachers have high expectations of pupils behaving well and working together co-operatively in small groups. Pupils generally respond positively to mathematics lessons, although sometimes they are too long for younger pupils and they begin to lose interest and chat amongst themselves. Teachers in Years 3 to 6 also work closely together. Teachers set individual targets for pupils so that they know what they are aiming for, and this has resulted in higher standards across the school. Work is very thoroughly marked. Each piece of work gives good encouragement to pupils by stating what they have done well. There are also very good developmental points so that pupils know what they have to do on a day-to-day basis in order to improve.
50. Mathematics is well led and managed in the school. This has resulted in very good improvement since the last inspection. The quality of teaching and learning has improved dramatically because provision has been analysed carefully, weaknesses identified and effective action taken. As a result standards are rising across the school. During the last two years, the subject has been a major focus for the school and aspects, such as problem-solving, have been made a priority for development. Although two years is not long, the impact can already be seen in the way pupils are beginning to confidently tackle a wide variety of number problems.

Mathematics across the curriculum

51. Pupils' mathematical skills are promoted well in other subjects, giving them the opportunity to practise what they have learnt in lessons. For example, pupils in Years 5 and 6 record accurately in science when measuring degrees or how much force registers on a Newton meter. In Years 1 and 2, pupils have constructed bar graphs after accurately tallying how many cars are parked near the school.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards have risen because pupils are involved in practical investigations.
- Literacy skills are promoted well through science and pupils are increasingly encouraged to develop their scientific vocabulary.
- Marking and assessment gives pupils very clear guidance on how to improve their work.

Commentary

52. Standards by the end of Year 2 are broadly average and have improved since the last inspection. All pupils, including those with special educational needs, achieve well. At the end of Year 6, standards are also average. The pupils achieve well. This represents good improvement since the last inspection. The focus on practical investigation, discussion, collaborative activities and enquiry skills throughout the school is helping pupils to be more involved in their learning. As a result, their ability to recall scientific findings is increasing. This is having a positive effect on standards.
53. During the inspection, pupils in Year 2 were concluding an investigation into what plants need to grow. Pupils had a good understanding of *fair testing* and could explain why only one variable could be changed at a time. Through their investigation, they concluded that plants need sun and water in order to grow healthily, and they compared their observations with the predictions they had made previously. They were surprised, for example, when they found that the cress seeds given water but no light grew longer but stringier than the seeds that had had both light and water. The more able pupils formulated some hypotheses of their own as to why this might be the case.
54. Some pupils use too limited a range of words and this impedes their ability to explain their understanding in a scientific way. Teachers are aware of this and have placed increased emphasis on pupils developing and using their scientific vocabulary.
55. Marking is of a particularly high standard and is helping pupils to improve the quality of their work. Leadership and management of science are good. Results from regular assessments are carefully analysed and any weaknesses are systematically targeted in follow up lessons, so that standards may be raised further.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils achieve well and, by the end of Year 6, standards are above average.

- Teachers are knowledgeable and plan interesting lessons.
- Although the accommodation and resources for ICT are satisfactory, the ICT suite get very hot and pupils lose concentration.

Commentary

56. Pupils reach standards in ICT that are similar to those reported at the last inspection. By the end of Year 2, pupils reach the expected standard and are becoming increasingly confident using computers. By the end of Year 6, standards are above those expected nationally because pupils have been steadily taught the skills and knowledge needed and are enthusiastic about learning. Many undertake independent research and this has had a significant impact on standards in other subjects, for example in history. All pupils achieve well. Those who have special educational needs receive good support and work well in lessons. Pupils who are more confident using ICT are keen to share their knowledge and sensitively support those who are not as certain of what to do.
57. Teaching and learning are good across the school because all staff are knowledgeable and encourage pupils to try out their own ideas. This was seen in a good Year 4 lesson where pupils were learning to program the computer to follow commands. Some pupils were very unsure of what to do and the teacher let them experiment for a while before pausing the lesson and recapping on what was to be achieved. Pupils are generally interested in their work and behave well. However, sometimes the ICT suite gets very hot and pupils lose concentration for a while. When this happens the pace of the lesson slows and pupils begin to forget what they are doing. Teachers accurately assess pupils' capabilities and are effective at planning work that matches the needs of the pupils. This contributes to the good achievement.
58. The subject is well led and managed and this has led to good improvement since the last inspection. Although standards are similar to that time, national expectations have are higher and the school has kept pace with these. Teachers use ICT well in lessons to demonstrate teaching points and pupils have access to up-to-date machines and programs. Weaknesses in provision have been clearly identified. For example, teachers have identified that pupils in Years 3 and 4 are capable of doing more than is expected nationally, and they have planned work for them that offers greater challenge.

Information and communication technology across the curriculum

59. Pupils ICT skills are promoted well in other subjects. Pupils in the older classes use a publishing program to produce a professional-looking draft of their poetry. Other pupils have used a multimedia presentation program to present work on Britain since 1948. Pupils in the younger classes have used digital cameras to record work they carried out in music.

HUMANITIES

Geography, history and religious education were sampled.

60. Although no lessons were seen in these subjects, inspectors looked at work from every pupil in some year groups and talked to several pupils about their work. From this evidence, standards in all humanities subjects are in line with those expected, except in

history where pupils at the end of Year 6 reach standards that are above those expected. Their skills in historical research are well developed so that they are able to find out information for themselves using reference books and the internet. Pupils are very enthusiastic about their researches and this contributes to the high standards that they reach. Pupils' overall achievement is very good in history. Since the last inspection identified weaknesses in this subject, this represents very good improvement.

61. Achievement in **religious education** is good. Pupils learn about the Christian tradition and also about other religious customs. Pupils in Years 5 and 6 made good use of their literacy skills to produce a leaflet about Judaism that demonstrated a good understanding of the various customs associated with the Jewish faith. This has a considerable impact on their cultural development as they learn to respect the beliefs of others. In **geography**, pupils achieve well because they are interested in the work. In the younger classes, *Barnaby Bear* is used to help the pupils understand about various places in the world. This soft toy goes on trips with staff and pupils and brings back photographs and postcards.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design was inspected in full and is reported below. Music was sampled. No report is made on design and technology or physical education.

62. Inspectors did not see enough **music** lessons to make overall judgements about teaching and learning or provision. Pupils in Years 3 to 6 showed above average standards when they sang enthusiastically in parts in assembly. Year 1 pupils knew the words of a range of simple songs and their singing was reasonably tuneful. Pupils have access to two recorder groups and plans are in place to develop more opportunities for pupils to learn to play instruments.

Art and design

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

Main strengths and weaknesses

- Standards have risen because skills are taught more systematically.
- Lessons are long and the time available is not always well used so that the pace of learning slows.
- There are good links between art and other subjects which both support and extend pupils' learning.
- Pupils' work is well displayed, creating a stimulating and colourful environment.

Commentary

63. The work seen on display during the inspection indicates that by the end of Year 2 pupils are reaching standards in line with national expectations. They achieve well in relation to their attainment on entry to the school. Average standards are maintained in Years 3 to 6 so that achievement is satisfactory overall. There is no significant difference between the achievement of boys and girls or between pupils of varying ability levels.

64. Improvement since the last inspection is good. Standards have risen for Year 6 pupils since the last inspection due to the training given to staff. In addition, skills are taught more systematically and all aspects, including painting, 3D work and textiles, are appropriately included. Well-planned links are made between art and other subjects. For example, pupils in a Year 6 lesson were developing ideas and techniques, including the use of digital cameras, to create an illusion of movement in their pictures, to be used later as a background for their poetry. Year 3 pupils responded well to two different pieces of classical music as they explored ways of representing journeys in their drawings. They studied an example of Aborigine art about a journey, making useful links to their work in geography. Links such as these widen pupils' experience and help to give relevance and purpose to their work.
65. Teaching and learning are satisfactory. Lessons are most effective when there is a good variety of well-planned activities that hold pupils' interest and when pupils are clear about what is expected of them in the time available. The achievement of a small minority of older pupils was not as good as it could have been when tasks were insufficiently varied within very long lessons. As a result, they became noisy, lost interest and used resources inappropriately. All pupils in Years 3 to 6 use sketchbooks to try out, plan and develop ideas. Constructive marking by teachers helps pupils make improvements but inspectors saw little evidence of pupils evaluating their own work.
66. All pupils experience a good range of activities and experiment with different media, styles and techniques. There are many effective displays that help pupils recognise each other's efforts and learn from one another. For example, one display shows pupils' careful attempts to paint in the style of various artists such as Kandinsky, Matisse, Seurat and Warhol. Another, of observational drawings of a shoe, gives a very clear picture of how pupils' skills develop from nursery to Year 6.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education was sampled. Citizenship is not taught as a separate subject but elements of citizenship are included in personal, social and health education lessons.

67. Just two **personal, social and health education** lessons were observed. A sufficient amount of time is allocated to teaching the subject and all appropriate topics are covered, but lessons are too long so that some pupils become restless and the pace of learning slows. The school uses the *Playground Peacemakers* programme effectively to encourage pupils to consider the choices they have. Even the youngest pupils are taught the value of negotiation and compromise. Many other aspects of the school's work contribute to pupils' personal development, including lessons in English, history and religious education, assemblies and participation in the school council.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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

