

INSPECTION REPORT

JACKSDALE PRIMARY SCHOOL

Jacksdale, Selston

LEA area: Nottinghamshire

Unique reference number: 122580

Headteacher: Lorraine Eaton

Lead inspector: David Marshall

Dates of inspection: 17th – 20th November 2003

Inspection number: 256552

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:	277
School address:	Main Road Jacksdale Selston Nottingham
Postcode:	NG16 5JU
Telephone number:	01773 783930
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs. B. Dixon
Date of previous inspection:	March 1998

CHARACTERISTICS OF THE SCHOOL

Jacksdale is a larger than average primary school with 301 pupils on roll; of the full-time pupils, 124 are boys and 129 girls. There are 48 part-time pupils in the nursery. Attainment on entry to the nursery is below average. Since the last inspection, the school has increased its number of classes from seven to ten and the total number on roll has risen steadily from 263 to the 301. Around ten per cent of pupils are entitled to free school meals. Of the pupils of statutory age very few are from minority ethnic groups. This is below the national average. A very small number of pupils are at an early stage of English language acquisition.

Thirty-nine pupils have special educational needs, based mainly on lower than average language development but there are none with statements of specific need. There are a few children from Traveller families. There have been two short-term exclusions of one pupil in the last two years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
27681	David Marshall	Lead inspector	English Music Art and design Design technology English as an additional language
19740	Allan Smith	Lay inspector	
14976	Peter Dexter	Team inspector	Geography Science History Religious education Special educational needs
10144	Mary Marriott	Team inspector	Mathematics Information and communication technology Physical education Foundation stage

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school. Pupils achieve well in their work and very well in their personal development. Teaching is very good throughout the school, pupils learn very well and standards in the most subjects are above average by the time pupils leave school. The school is very well led and managed with a very strong partnership between the head teacher and deputy that is focused on raising standards. The school provides very good value for money.

The school's main strengths and weaknesses are:

- The pupils achieve well due to the consistently very good teaching. Their learning is very good and standards are consistently above average by the time pupils leave the school in most subjects.
- The headteacher provides very good leadership and is very well supported by the governors.
- There is a high level of commitment to include all pupils in all aspects of the school's provision.
- Provision for pupils with special educational needs is very good.
- There are very good arrangements for promoting and monitoring discipline and pupils' behaviour that are applied consistently by all staff.
- The procedures for, and use of, assessment, in some subjects are still developing. As a result pupils' achievement in these subjects is occasionally limited.
- The accommodation is unsatisfactory. Classrooms are very small and classes large. Many classrooms have no running water in them and this restricts provision or wastes time.
- Pupils' attendance is unsatisfactory.

Since the school was last inspected and the head teacher joined the school in 1999 the rate of improvement has been very good. This is largely due to her strong leadership and the very effective monitoring work she has introduced in order to build an effective team. There were no key issues at the time of the last inspection and all concerned have worked very hard to maintain this level of success.

STANDARDS ACHIEVED

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

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

Throughout the school pupils' achievement is very good. In the Foundation Stage, the children achieve very well, are on course to reach the goals children are expected to reach by the end of reception and some will exceed them. The children are very well taught and achieve particularly well in their language and personal and social development. Standards are above average in Year 2. Throughout the school pupils continue to achieve very well and standards are above average in English, mathematics and science by the time they leave. Standards in physical education, art and design, religious education, history and music are also above the expected levels for their age. Pupils with special educational needs achieve very well and many attain average levels of attainment by the time they leave the school. Pupils with English as an additional language also achieve well.

Pupils' spiritual, moral, social and cultural development is very good. As a result, pupils have very positive attitudes to school. They are enthusiastic, motivated and enjoy coming to school. Pupils' behaviour is very good all times. They form very good relationships, are keen to help each

other and enjoy each other's success. The school's attendance rate is unsatisfactory and below the national average.

QUALITY OF EDUCATION

The quality of education the school provides is very good. The quality of teaching and learning is very good. Teachers have consistently high expectations and the care they take to make sure all pupils are involved in all lessons is very good. In both the nursery and reception classes the very good teaching is characterised by a very good knowledge and understanding of the needs of young children and the very well organised and exciting activities that motivate them helps children to settle into school well and develop good learning habits. The very good teaching throughout the rest of the school turns pupils' energy and enthusiasm to very good account, using it skilfully to inspire progress in learning. Carefully targeted questioning, appreciation of pupils' ideas and well-judged use of praise motivate pupils and carry learning forward very well. Teachers manage pupils very well, insisting on and securing high standards of behaviour. Teachers plan lessons very carefully ensuring that lessons challenge pupils well and take account of the full range of needs. Classroom assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning. The teaching of pupils with special educational needs is very good. The special educational needs co-ordinator is very effective and ensures that other teachers and support assistants respond to pupils' needs sensitively and effectively. The support provided by the teaching assistants is very good throughout the school.

The school provides a very good, well-balanced and stimulating curriculum. The many extra-curricular and additional activities enrich the curriculum well. Literacy and numeracy skills are well developed. The care and welfare of pupils and the support they are given are very good. Partnerships with parents are good. Parents are kept well informed of their children's progress in most subjects and support the school well. The Parent/Teachers' Association is a very active organisation whose fund-raising has enabled many of the significant changes in the school's learning environment to take place.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides very good leadership that promotes a constant drive for improvement. She has established a very clear ethos that contributes strongly to effective teamwork. Her monitoring of standards, teaching and learning is strong and is the main factor in the improvement of teaching and learning and pupils' better achievement. The school is very well managed. The governors organise their work very well and make a good contribution to school improvement, and, overall, governance is very good.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a high regard for the school and the many improvements the head and staff have secured in the last four years. Pupils enjoy school and the very good support they receive.

IMPROVEMENTS NEEDED

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

1. Use the example of the good assessment procedures in other subjects to provide better and more challenging targets for all pupils in geography and information and communication technology (ICT), and for the more able pupils in science.
2. Review the use of the building so that its deficiencies are not a significant barrier to learning. In particular, the necessity to provide running water in most classrooms and better storage space should be addressed urgently.
3. Continue to review the procedures to improve pupils' attendance.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good throughout the school. Pupils' standards in reading, writing and mathematics are now above expectations for their age by the end of Year 2. By the time pupils leave the school standards in English, mathematics and science are above average.

Main strengths and weaknesses

- For pupils in Year 2, achievement is good. Due to consistently very good teaching, standards have improved significantly in the last four years.
- By the time pupils leave the school, achievement is good and pupils do as well as they can.
- Standards observed during the inspection in Year 6 in English, mathematics and science are above average. In physical education, art and design, religious education, history and music pupils' standards are also above expectations for their age.
- Pupils with special educational needs achieve well.

Commentary

Key Stage 1

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

Standards in:	School results	National results
Reading	17.2 (17.4)	15.7 (15.8)
Writing	17.6 (16.6)	14.6 (14.4)
Mathematics	17.4 (17.1)	16.3 (16.5)

There were 25 pupils in the year group. Figures in brackets are for the previous year.

Key Stage 2

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

Standards in:	School results	National results
English	28.9 (28.2)	26.8 (27.0)
Mathematics	27.9 (27.8)	26.8 (26.7)
Science	27.8 (28.7)	28.6 (28.3)

There were 20 pupils in the year group. Figures in brackets are for the previous year.

1. Children's attainment on entry to the nursery is below expectations for their age. Teaching and learning are consistently very good, adults manage children very well and relationships are very good. The very good ratio of children to adults ensures that the needs of all children, including those with special educational needs, are met. Achievement is good in all areas of learning, particularly in language, personal and social development where children's achievement is very good. By the end of the reception year standards are in line with expectations in most areas of learning, with personal, social and emotional development well above that found nationally.
2. Inspection findings confirm the good progress indicated in the national test results above. Over the last four years the school's results in the national tests for both seven and eleven year olds have shown significant improvement. The change for the better has been above the national

trend of improvement for both age groups. The relative progress made by pupils between the ages of seven and eleven when compared with all pupils nationally – known as the value added measure – is above the national average.

3. Results of tests in English, mathematics and science taken by seven year olds in 2003 improved on those achieved in 2002, when there had been considerable improvement on 2001. Children enter the school with prior attainment generally below average for their age. Results in national tests in reading, writing and mathematics taken by seven year olds have improved significantly over the past three years. When compared to similar schools, pupils' attainment in 2003 was above average in reading, writing and mathematics. The number of pupils reaching the higher Level 3 in reading was above average, but the number who attained this higher Level 3 in writing and mathematics was well above average.
4. When compared with their prior attainment at the age of seven, pupils at the end of Year 6 in 2003 have made very good progress overall. In English, the numbers achieving expected levels for their age was well above average - in mathematics and science it was above average. Targets for achievement in English and mathematics tests in 2003 were exceeded.
5. The consistently very good teaching and very good leadership of subjects ensure that pupils achieve above expectations for their age in physical education, music, history, art and design and religious education, by the time they leave school. In ICT, design and technology and geography, standards are in line with those expected at the end of both key stages.
6. Throughout the school pupils with special educational needs make very good progress and achieve well. The very good teaching and organisation of the co-ordinator and the very good support of classroom assistants contribute positively towards the good progress the pupils make. The school's ethos of including all pupils and the values that underpin its approach to teaching and learning help ensure that the needs of pupils are identified and met by teaching and non-teaching staff. A significant proportion of these pupils achieve average levels in national tests by the time they are eleven.
7. Pupils with English as an additional language achieve well. They are very well supported and their progress is consistent with that of all other pupils in the school as a whole.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour at school are **very good**. Overall provision for **social, moral, spiritual and cultural development is very good**. **Attendance is unsatisfactory** and below expected national rates.

Main strengths and weaknesses

- The school promotes very high standards of spiritual, moral and social awareness. This quality of provision makes a very positive contribution to the personal development of all pupils and plays a strongly supportive role in their achievement.
- There are very high levels of pupil interest in school life and in activities provided.
- There are very good relationships between pupils and other pupils and with staff.
- Pupils know right from wrong and respect others' feelings and beliefs.
- Attendance is below national rates, due to a small number of parents persisting in taking pupils on holiday during term time.

Commentary

8. Pupils' attitudes and values are very good. Pupils are very well behaved, polite and courteous, and respond very well to the very caring family ethos generated within the school by all staff. The few pupils who do have challenging behaviour are well managed by staff who work very

well together to consistently reinforce good behaviour and consequently they deal quickly and effectively with the few incidents of inappropriate behaviour that do occur. There is a small percentage of children in the Foundation Stage who on entering school have underdeveloped social skills, however they learn the positive rules quickly, and respond confidently to the clear routines. They enjoy the range of activities planned for them and are eager to learn.

9. Pupils' relationships with adults and each other are very good, and have a positive impact on their learning. Pupils are happy and secure, and enjoy school life in an atmosphere where all are valued. They are very supportive of each other and their teachers. Pupils respond well to the help provided, and enjoy the praise that is often given. They take pleasure in receiving rewards for their achievements and strive to be mentioned in 'Good work Assembly'. These rewards are strong motivators, especially for the younger pupils. Pupils of all ages mix well at playtime and lunchtime, and pupils with special educational needs take a full and active part in lessons and activities at playtimes. This is in part due to the constant innovations and improvements such as the school's introduction of the Friendship Squad system of pupils supporting each other in games and social relationships. As a result pupils' personal development is very good.
10. The school policy on behaviour is clear with pupils involved in the generation of class and playground rules for behaviour. The good role models of the staff promote a strong awareness of how the pupils should behave. There is a high regard for both moral and social development with good emphasis on right and wrong, fairness and honesty. This understanding is planned through personal, social and health education across the school. When given opportunities to work independently or in groups, pupils work co-operatively, sharing and valuing ideas, and concentrating well on the task.
11. Pupils throughout the school show a considerable pride in being team members of the school community and clearly enjoy this participation and the consideration of their opinions. They are interested and involved in the wide range of activities that the school provides, both in lessons and out of school hours. Parents are very supportive of the school, and equally happy with the values the school promotes. Pupils' behaviour in lessons and around the school is very good overall. No incidents of bullying were seen during the inspection, and as the table below shows, only one pupil has been excluded from school on one occasion for unacceptable behaviour in the last school year. There have been no racist incidents.

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	295	1	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Asian	1	0	0
Mixed – any other mixed background	1	0	0
Any other ethnic group	3	0	0

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

12. The opportunities for pupils to gather insight into beliefs and develop their spiritual awareness are very good. Pupils get a good introduction to life in a multicultural society as well as learning about their own culture and developing a good appreciation of cultural activities through art and visits to the theatre. The weekly assemblies, which celebrate pupils' successes, are very beneficial in raising their self-esteem. The provision for moral and social development is very good. Teachers have high expectations for the behaviour of pupils and they in turn rise well to

the challenge. Moral issues are raised and considered in discussions known as Circle Time. Older pupils care for younger and there is a range of responsibilities that pupils accept.

Attendance

13. Attendance is below that in most schools. The overwhelming majority of pupils arrive punctually for the start of school day. Registration practice is efficient and no learning time is lost. The significant majority of parents ensure that their children attend school regularly and arrive punctually. Most absences arise through sickness or medical visits. Some parents persist in withdrawing their children from school for holidays during term time. The school is active in informing parents of the potential disruption to their children's education that this causes and is seeking further methods to make improvements in attendance by considering other methods of raising its importance.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.9	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 very good. Pupils achieve well and make good progress both academically and in their personal development.

Teaching and learning

The school has maintained the very good standards in teaching and learning identified at the last inspection.

- Lesson planning is detailed and thorough giving lessons purpose and drive and reflects teachers' high expectations of pupils at all times.
- Teachers motivate pupils effectively and engage them very well securing pupils' commitment to learning through their very good questioning.
- Teachers provide very well for pupils' differing needs and abilities, enabling all pupils to achieve well.
- In literacy, numeracy and science teachers' expectations are high, enabling all pupils, including the most able, to be challenged well.
- The provision for pupils with special educational needs is very good and promotes good achievement.
- Teachers manage pupils very well, promoting very good relationships and behaviour.
- In some subjects, for example, geography and ICT, for the systems for assessing pupils' learning are still developing; this slows progress in these subjects.

Summary of teaching observed during the inspection in 45 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
6(13%)	20 (44%)	16(36%)	3(7%)	0(0%)	0(0%)	0(0%)

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

14. The very good quality of teaching in the Foundation Stage reflects very good subject knowledge and skilled management. The teacher and classroom assistants provide a broad, interesting curriculum that engages pupils effectively. They draw on their close, detailed knowledge of individual pupils to ensure that learning is relevant to pupils' developing needs. Expectations in terms of learning and social skills are high, resulting in very good progress overall and challenge for all pupils, including the most able. Classroom support is effective and well organised. This helps to ensure that the least able pupils also progress very well and gain satisfaction from learning.
15. The very good teaching throughout the rest of the school turns pupils' energy and enthusiasm to very good account, using it skilfully to inspire progress in learning. Carefully targeted questioning, appreciation of pupils' ideas and well-judged use of praise, motivate pupils and carry learning forward very well. Teachers manage pupils very well, insisting on and securing high standards of behaviour. Teachers plan lessons very carefully ensuring that lessons challenge pupils well and take account of the full range of needs. Classroom assistants work very effectively in all classes, valuably enhancing the quality of teaching and learning.
16. The provision for pupils with special educational needs is very good. Teachers and support assistants track and respond to pupils' needs sensitively and effectively. They build pupils' confidence and social skills alongside their other learning. Support is very thoughtfully managed to do the best for each pupil. Group work to improve some pupils' social and listening skills is beginning to prove effective.
17. Assessment arrangements for English, mathematics and science are detailed and informative. However, in some subjects, for example, geography and ICT, there are assessment procedures still being developed. This means that pupils' achievements cannot be accurately determined or targets for pupils provided that will ensure that lessons are planned for their best possible progress.

The curriculum

The curriculum is **very good** throughout the school. Provision is good for special educational needs and very good for pupils' personal, social and health education. All groups of pupils are included very well.

Main strengths and weaknesses

- Very good curricular opportunities are provided for all pupils.
- Support for learning outside of the school day is very good.
- Participation in the arts is very good.
- Teachers make effective links between subjects and both literacy and numeracy are well supported throughout the school.
- Resources are good in most subjects
- Accommodation is unsatisfactory - particularly in ICT. This is because the ICT suite is too small to accommodate classes, consequently teaching and learning begin in classrooms and continue in the suite. Storage of resources is unsatisfactory because the building is too small and subject co-ordinators are unable to centrally store equipment for the subjects that they manage.

Commentary

18. The curriculum enables all groups of pupils to achieve well, in all subjects and areas of learning because it is organised well to challenge pupils' varying abilities. The school currently has a full complement of suitably qualified staff who are very well deployed to make the best use of their skills and experience. Teachers plan very carefully and review their plans in the light of pupils' learning to make sure that work is suitably demanding, particularly benefiting pupils with special educational needs. Good quality training, careful briefing by class teachers and careful

allocation to the needs of pupils ensures that teaching assistants make an effective contribution in lessons. To encourage higher achievement and enhance the curriculum, the school has implemented the innovative technique of accelerated learning in mathematics.

19. From the Foundation Stage onwards teachers make effective links between subjects so pupils see how their learning fits together. For example in the nursery and reception classes the theme of Taste and The Very Hungry Caterpillar is interlinked through stories, the models that are made, counting games and the range of foods the caterpillar ate are tasted in knowledge and understanding of the world. Teachers include opportunities to reinforce aspects of literacy and numeracy into other subject areas, for example vocabulary for history and music are fed into literacy work as spellings for the 1000 best words. This means that pupils learn to express themselves correctly using appropriate terms and styles. Counting and calculating feature prominently so that pupils develop their basic skills well in all subjects. The curriculum is organised into blocks of time for some subjects so that pupils gain the maximum benefit in developing key skills and producing high quality work.
20. The school's accommodation is unsatisfactory. Although it has been improved and further improvements are scheduled, classrooms remain too small. Because accommodation is so small, subject leaders are unable to store resources for the subject that they manage in an appropriate way and time is wasted fetching and carrying equipment and this detracts from teachers' effectiveness. It was a feature of three lessons observed that the teacher was unable to respond appropriately to pupils' needs as this would have required an activity requiring space, or water, neither of which were available. Levels of ICT equipment are appropriate and meet the required number and lap top computers enhance the provision. However, the ICT suite is too small in which to teach a class lesson and time is wasted and attention to detail lost by pupils in moving to and fro. Displays around the school are very good and stimulate pupils' interest well. The whole site is very well managed and maintained by the site manager and team.
21. There is a very good range of extra curricular activities. These include sport and the arts and an extended residential visit for Year 6 pupils. All pupils have a comprehensive programme of visits throughout the school year as well as visitors, travelling theatre groups and music tuition. Artists in residence provide an opportunity for pupils to enhance their artistic skills, for example on pupils' views of local landscapes.
22. The school has made very good improvement in curricular provision since 1999. The Friendship Squad has had a positive impact on playtimes, providing pupils with more purposeful activities and giving older pupils more responsibility. This is to continue and to develop into a school council.

Care, guidance and support

The care, guidance and support for pupils are **very good** and support pupils' learning well. The school's monitoring of pupils' achievement and personal development is **very good**. The involvement of pupils in the school's work and development is **very good**. The health and safety procedures are **good**.

Main strengths and weaknesses

- There is a very strong family caring ethos within the school.
- Very good relationships exist between pupils and teaching staff.
- The school has very good provision for support, advice and guidance of pupils.
- Health and safety procedures are good.

Commentary

23. Support and advice are very good. Induction arrangements are very good, both when children start at school and when they move to the main secondary school. These arrangements start the work of developing the very good and trusting relationships between pupils and staff. This gives pupils the confidence to seek support and guidance when they have concerns about their work, or a personal problem, or when they want to share a success or news of something special. Staff provide a good response to such requests and, through their good knowledge of pupils as individuals and monitoring of pupils' personal and academic development, provide well-informed support, advice and guidance. For example, teachers have sufficiently well established relationships with pupils that allow for high levels of exchanges of humour that increase the effectiveness of teaching methods. These relationships are very secure and thus firmly support the atmosphere that positively embraces all pupils. Through careful and well-applied monitoring procedures, pupils get very good academic support from the teachers, with support for pupils with special educational needs being very good.
24. The school has a very strong family ethos. The confidence and happiness of the pupils is an aim of the school that is very successfully targeted as part of their personal development. Pupils enjoy coming to school with the overwhelming majority being very keen to please their teachers. They try very hard in lessons and make huge efforts to achieve in order to show their abilities to their teachers and parents in this very supportive atmosphere.
25. Pupils' care, welfare, health and safety are a very high priority, as is child protection. The staff are well trained and know to be aware and maintain constant vigilance. There are good systems in place to support attendance and punctuality, including outside support. The school governors have considered creating internal rewards across the whole school as a means to improve the currently low attendance. They have analysed data by seeking recognisable patterns in order to make improvements. The governing body has a dedicated health and safety policy that is reviewed regularly. They fulfil their responsibilities for risk assessment both internal and external. There is very good involvement in this area by the site manager.
26. With the school's success in actively seeking to fully involve and inform pupils in so many ways, there are very strong relationships throughout the school. Discussions in Circle Time, achievement assemblies and the Friendship Squad are all good means for pupil communications. Currently the school has plans in place to further improve this aspect by the imminent introduction of a school council with pupils planning the organising and setting up. These very good relationships generate very good opportunities for dialogue between pupils and teachers. Children are helped to settle quickly into school with secure arrangements for induction.

Partnership with parents, other schools and the community

Partnership with parents is **very good**. Links with the local community are **very good**. Links with other schools and colleges are **good**.

Main strengths and weaknesses

- The school's partnership with parents makes a very positive contribution to pupils' learning
- Parents are very happy with what the school provides for their children
- The level of information in newsletters and the school brochure is very good
- There is a beneficial number of volunteer helpers in school.
- Links with the community and other schools enrich learning experiences for pupils and provide very good opportunities for their social development and awareness.
- Pupils' annual reports do not currently give sufficient explicit details of what they can do or set explicit targets in some subjects to be fully beneficial in enabling parents' help.

Commentary

27. Parents have very positive views of the school and the education that it provides. The partnership between school and home is very good and plays a positive role in supporting pupils' learning. Analysis of parents' questionnaires showed that they are very satisfied with all aspects of the school. They have great confidence in the school's ability to teach their children well. They feel particularly strongly that teaching is very good, the school is approachable and management is very good. They believe school is very fair to all and their children are taught to be considerate and develop a mature viewpoint.
28. The information provided by the school is very good overall. The meetings for parents, along with the annual pupil reports and the school's open door policy give parents a clear picture of what pupils have achieved. However, the current pupils' reports do not give sufficient detail of what pupils have achieved in some subjects during the year or set future targets for pupils and parents to work towards. The school issues termly topic information of class activities that allows parents to participate in pupils' learning at home during the term. There is a good range of social news issued about school to fully involve those parents who wish to be so.
29. There is a solid core of dependable and regular volunteers that make a positive contribution to the quality of teaching in classrooms. They are well trained by the school, which is mutually beneficial. The school has run several meetings to help parents' understanding of current school teaching styles. These are beneficial in supporting children's learning at home. Pupils are well supported by their parents in homework. This enriches pupils' development by extending the learning that takes place in classrooms for example, in spelling, reading and mathematics.
30. Links with the community and a wide range of visits and visitors provide good enrichment of the curriculum and support pupils' personal and social development as well as widening their experiences and giving them opportunities to learn about the needs of others. The school has secure links with the church through such events as Harvest Festivals. There are very good links with the community which involve visits to a good range of local areas and an active involvement in sporting events. Links with other schools are good and the school plays an active part in the local group of schools. The links the school has established with other schools both near and afar give pupils opportunities to be aware of the cultural and social differences that abound.

LEADERSHIP AND MANAGEMENT

Leadership and management are very good and all staff work as a cohesive team. **The leadership of the head teacher is very good. Management is very good;** there is a very influential senior management team. **The work of the governing body is very good.**

Main strengths and weaknesses

- The very good leadership of the headteacher has created a very effective staff team. The commitment to inclusion, equality of opportunity and the needs of individuals is very good.
- There is a very effective senior management team who thoroughly discuss how well the school is doing and make sure initiatives are prioritised and carefully managed.
- Very effective governance is helping to give a very good steer to the school and hold staff accountable for their work.
- The budget is prudently managed and spent well.

Commentary

31. The very good leadership and management of the head teacher are evident in the way in which the pace of change has been gauged and developments over a number of years have been

prioritised. The leadership and management of the school have established a productive climate for learning. The need to include and educate all groups of pupils has also been central to the ethos of the school and is very well managed. There is a very effective senior management team, who are influential in all that they do. All staff are very clear as to their roles and responsibilities. Much has been achieved, particularly since the present head teacher took up post. For instance, she and senior staff now lead and manage the school in an open style that involves everyone. This style of management is very productive. The work of the school is regularly discussed and initiatives are identified and collectively followed through. Good examples of this include the way in which the school improvement plan has improved and the budget carefully managed and the performance and training of staff is monitored. As a result, teaching assistants, the site manager and all office staff are all valued and make a significant contribution to the constant drive for improvement.

32. Subject co-ordinators lead their subjects well. Although there are some restrictions placed upon them. Some have little time to monitor standards and provision in their subjects and have a sound, rather than good view of how their subjects need to be developed because their work focuses on sustaining and improving resources and helping staff with problems rather than monitoring the quality of teaching and how pupils' work is improving. Some co-ordinators undertake scrutiny of pupils' work and teachers planning on a regular basis, but the school improvement plan shows that this is to be formalised and more time given to all co-ordinators so that all pupils achieve their maximum potential and standards in some subjects rise to that of most.
33. The governing body regularly receive up to date reports from the head teacher and support her very well. They identify and attend training that has proved beneficial to them. They have ensured that all statutory responsibilities are met. They have a very good understanding of the strengths and weaknesses of the school because they take time to involve themselves in the work of the school through scheduled visits, and do much to find out what is working well and what needs to be improved. Consequently, they have a very good grasp of the school's performance through activities such as a programme of visits to subject co-ordinators, which are well focused. They have also helped to direct resources to areas of need, sharpen the work of senior managers and help improve the school improvement plan. This is further helping to improve provision and achievement.
34. Leadership and management of special educational needs are very good. All pupils with special educational needs have access to a broad and balanced curriculum and good resources. There is a governor who has responsibility for special educational needs and she ensures that systems and procedures are thoroughly monitored.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	629190
Total expenditure	641328
Expenditure per pupil	2137

Balances (£)	
Balance from previous year	63853
Balance carried forward to the next	51714

35. The budget is well managed and the school provides very good value for money. Financial management is effectively undertaken and monitored closely by governors. Best value principles are applied consistently. The quality of the office manager's knowledge and financial support is very beneficial to the school. The school improvement plan is costed very well. The close working relationship and dialogue between staff and governors is exemplified by the way in which they meet to discuss, review, formulate and cost the improvement plan. Consequently

the governors and staff understand where change is needed and all are committed to the roles they undertake to address these improvements.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for pupils in the Foundation Stage is very good.

Main strengths and weaknesses

- The children achieve very well because the very good teaching ensures that they are encouraged to take responsibility for their own actions at a very early age.
- The children reach standards that are expected of them by the end of their reception year and most will exceed them, even though standards are below average when they start in the nursery.
- Accommodation is unsatisfactory because classrooms are very small.

Commentary

36. The attainment of children entering the nursery is below that normally seen. By the time they enter the reception class it is often broadly average. Teaching concentrates on the development of personal and social skills, and the development of speaking and listening skills and so children make very good progress. They achieve very well because the teaching is very good and has excellent features in both classes. Another reason for the very good achievement is that the curriculum in both classes is well planned, with different areas of learning being integrated and therefore reinforcing learning. There is a good blend of child initiated and teacher directed activities, which are appropriate to the age and abilities of the children
37. The provision is very well managed and children's progress is carefully monitored. All adults manage children very well and this ensures that the needs of all children, including those with special educational needs are very well met. Children enter the nursery on a part time basis and enter the reception class either in September, January or April. By the time they leave the reception class attainment is in line with that normally seen in communication, language and literacy and mathematics, and all other areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for personal, social and emotional education is **very good**.

Commentary

38. There is very good teaching and learning in this area of development. There are very high expectations of politeness and good behaviour that are constantly reinforced by adults. Children's independence moves on very well, as does their ability to work and play alongside others. Classrooms have a warm welcoming atmosphere in which young children feel safe and secure. They very quickly learn to abide by class rules and follow routines. Children's confidence develops very well so that by the time they enter the reception class most are ready to develop their learning further. By the time they start in Year 1, all have achieved the early learning goals for their age and some will have achieved beyond this. Children respond quickly when gathered together on the carpet. When they set off for their tasks, they show interest and share resources. Children play happily in the 'Rainbow Car Café', or in the 'Bacon, Egg and Sausage Café', or with the many stimulating activities in the classrooms. They learn to tidy away the resources they have used. In nursery they sing 'The tidy away song', as they help to put things away. In the reception class children tidy away efficiently and with the minimum of fuss.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good** because teaching and learning are very good and children achieve a high standard of speaking, listening, reading and writing.

Commentary

39. Most children will have achieved the early learning goals by the time they leave the reception class. Children make very good progress and their achievement is very good. In both the nursery and reception classes the very good teaching is characterised by a very good knowledge and understanding of the needs of young children and the very well organised and exciting activities that motivate them. Children in the nursery and in the reception class, listen attentively to the story of 'The very hungry caterpillar', they excitedly join in with the story when their teachers ask them to. The use of a 'big book' stimulates their imagination and this develops their speaking and listening skills well.
40. Adults devote time to encourage children's speaking and listening skills and to develop and extend their vocabulary. Children practice sounding out words and phrases - phonic skills – and this helps them to read and write new words. One little boy when asked the name of a letter said the wrong name. But rather than being embarrassed, his next comment was 'Never mind, I'll learn.' This comment epitomises the very secure learning environment within the classroom. In both the nursery and reception classes, teachers have taken care to provide many opportunities for children to learn to write. The use of themes, such as "What we like" and many others, develops children's writing skills well.
41. The development of reading skills has a high priority and is well supported by parents. In the nursery children are becoming confident in handling books and have a different sound to learn each week. Children learn to read from a very early age in nursery. They delight when changing their library book and take care and time together with the lady who comes into school especially for this occasion. Some children have already embarked on a systematic reading scheme and make very good progress with their reading.

MATHEMATICAL DEVELOPMENT

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

Commentary

42. Most children will reach the expected levels and some will have exceeded the early learning goals by the time they leave the reception class because of the very good teaching and learning in both the nursery and reception classes. They learn to say and use number names and rhymes to five and enthusiastically sing their favourite rhymes and songs and this reinforces their learning. Children learn about different shapes. In the reception class some children already know the names and can describe three dimensional shapes using the correct vocabulary. For example when investigating the properties of a cuboid, children could say how many faces it had. Children use their investigation skills well as they 'hunt the shape' using the classroom displays. Group activities relate to number work as well as to a range of activities which children choose from. Mathematical language is emphasised and is woven into every day activities as adult support children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Commentary

43. Children make good progress in their knowledge and understanding of the world and most will achieve the expected level by the time they go into Year 1 because of the very good teaching and learning. In the nursery children use their senses as they taste the different foods that the 'very hungry caterpillar' ate during his journey to become a butterfly. As they tasted they decided if they liked the food or not. The very good support that they received from the teaching assistants ensured that children knew and understood the choices that they had made. In the reception class, children sing 'I've got a body' as they develop their knowledge and understanding of their senses. A very good discussion on the taste of different flavoured crisps ensued, which included the taste of the teddies, as one little boy talked to 'big teddy' and asked him in a squeaky voice which crisps he liked the best. Children in both classes are given many opportunities to play with a range of small world toys and building bricks. Skills in information and communication technology are reinforced as children use prepared programs on the classroom computers.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Commentary

44. Children develop their creative skills well and make good progress. The very good teaching ensures that children have a good understanding of their learning. Children express their feelings through a range of materials and media, music and movement, story making and imaginative play. In both classrooms children are surrounded by very good displays of their work. The use of colour and different textures stimulates children to produce high quality painting and collage work. Children work enthusiastically in painting bright colours onto bubble wrap and then printing out the pattern that they have made. Other children painted a self-portrait. In their music children sing songs and rhymes and develop and extend their learning. Children are likely to achieve the early learning goals and some will be working with in the early stages of the national curriculum by the time they leave the reception class.

PHYSICAL DEVELOPMENT

Provision for physical development is **very good**.

Commentary

45. Children use the school hall and the outdoor areas well and this ensures that they make very good progress, and will achieve the early learning goals by the time they leave the reception class. Teaching is excellent in this area of learning and this ensures that children make very good progress and their achievement is very good. In lessons seen, children were encouraged to use space well and to move their bodies into space so that they could play games safely. Children enjoyed their learning as they developed their skills of changing speed and direction and stopping on the beat of a tambourine. In the reception class children enthusiastically played different games including their favourite one 'fox and rabbits.' In their outdoor areas children extend and develop their skills as they play on the large equipment and ride their wheeled toys. They develop their manipulative skills as they handle dough, scissors and small toys. Teachers, nursery nurses and teaching assistants carefully develop children's fine manipulative skills. In both classes teachers give children many opportunities to use a wide range of tools.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The quality of teaching and learning is very good.
- The subject leader provides outstanding leadership.
- Literacy skills are taught well across the curriculum.
- Targets are set and are reviewed regularly.
- Cross-curricular links are very good
- Assessment is thorough and is used well to respond to individual needs.
- The most able pupils are challenged well to attain higher levels.

Commentary

46. Standards in reading and writing match those expected of pupils in Year 2. Standards in English are above those expected of pupils in Year 6. There are no significant differences between the achievement of different groups of pupils. All pupils make good progress against their prior attainment and achieve well. Pupils with special educational needs achieve very well against the targets in their individual education plans. Inspection findings suggest pupils' standards in reading and writing will at least match national expectations at the end of their time in Year 2 and could exceed them. They also show that pupils in Year 6 will meet the challenging targets set for them and will exceed the national average by the end of their time in Year 6. The most significant reason for the continued rise in achievement over time is that the quality of teaching and learning are very good. The strengths of teaching are the promotion of equality of opportunity, teachers' insistence on high standards of behaviour, the very good partnership with teaching assistants, the constant encouragement of pupils, and teachers' ability to engage and sustain their interest. The strengths of learning are pupils' application to their work, their productivity and their capacity to work independently and collaboratively to achieve the challenging targets they are set.
47. Standards in speaking and listening match those expected at the end of Year 2 and are above those expected at the end of Year 6. Pupils listen carefully to each other and to adults and contribute well to discussions. There are planned opportunities to develop speaking and listening skills in every area of the curriculum. Pupils in Year 3/4 developed their knowledge of history as they discussed what they had found about the Romans from their research, organised their information into categories, recorded their best 1000 words, and wrote a report on marching down the Appian Way to the appropriate music.
48. Pupils' attainment in reading is regularly tracked and analysed to improve standards. Carefully focused reading sessions and cued spelling sessions show teachers' consistent approach. This has been instrumental in improving standards, which are above the standards expected of pupils in Year 6. The support of parents is invaluable. Pupils are encouraged to practise their reading and spelling at home through the very good, well used reading diaries and most parents support their children well and help them to make good progress.
49. The school's focus on writing is having a positive effect on raising achievement. There are planned opportunities for writing in most subjects. The clear progression in pupils' learning, over time, shows that the school's continuing emphasis is having a positive influence on standards. The use of individual targets in writing is particularly strong. The pupils all know what they have to do get better, and are all involved in judging their own progress.
50. The subject leader provides outstanding leadership. He analyses school test results in detail and suggests changes of emphasis in teaching, in the light of what the tests reveal.

Assessment is good and the results of assessment are used well to respond to pupils' individual needs. The quality of provision, based on effectiveness, has improved significantly since the last inspection. Leadership and management, the curriculum, the use of assessment, progress and teaching all show very good improvement in the last four years.

Language and literacy across the curriculum

51. The National Literacy Strategy has been implemented well and now provides a structure for the school to provide other opportunities in all areas of the curriculum. Literacy aims are often included in the planning of writing in history and geography. Pupils develop their literacy skills as they complete their design sheets and written evaluations in design technology and in discussing their finished products. Also additional literacy support is provided for pupils who experience difficulties.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- Standards continue to rise because teaching is very good.
- Pupils enjoy the quick-fire questions in arithmetic and are enabled to work at the level they are capable of.
- Assessment is very helpful to pupils. They understand what they have to do to improve and their performance is carefully tracked.
- There is very good leadership and management of the subject.

Commentary

52. Standards seen in the inspection are above the national average at the end of Years 2 and 6. Pupils make very good progress and their achievement is very good. This is because of strong leadership and very good teaching and learning and the high quality of support that pupils receive from teaching assistants. The co-ordinator has succeeded in developing a shared vision for the improvement of teaching and has been tracking standards with care. Monitoring of teaching and learning is carried out on a regular basis. Pupils who are dropping behind and those with special educational needs are identified and offered extra support. Similarly those pupils who excel at mathematics are offered help to enable them to achieve their maximum potential. Provision for pupils with special educational needs is very good and pupils achieve well in relation to the targets set for them.
53. Pupils are put into ability groups for mathematics and this ensures that all pupils, including those with special educational needs, achieve their maximum potential. A particular strength of teaching and learning is the way in which lessons start with a variety of challenging mental arithmetic exercises. In Year 1 the teacher, for example, used a lion puppet who gave numbers 15, 14, 13 and pupils counted backwards and forwards 3 times. They learn to sequence numbers to 20 using number cards and use a very good range of vocabulary as they compare and order numbers. In Year 2 pupils were enthralled at the pace and rate of teaching as they developed their number skills. This exciting lesson challenged learning and developed skills as they developed a very good understanding of what each digit in a 2 digit number represented. The excellent teaching together with a rapid pace engendered an atmosphere of excitement when learning about numbers and this ensured that pupils' achievement was very good. In Years 3 and 4 pupils extend and develop their learning further as they learn to recognise fractions and use them to find fractions of a given shape. The well planned tasks reinforced learning and pupils' achievement was very good. In Year 5 and 6 pupils developed their skills well as they added and subtracted numbers including negative numbers. They plotted co-ordinates in four quadrants and use the co-ordinates to investigate a question.

54. Teachers follow the National Numeracy Strategy well. Teachers and teaching assistants constantly reinforce pupils' learning and this gives pupils' confidence in understanding their tasks and what they need to do to improve. Teachers have a very good understanding of the subject and produce high quality planning. They have set very high standards of behaviour and of pupils' achievement. They encourage pupils to do their best and challenge learning so that this is achieved. Teachers consistently assess pupils' learning and plan carefully to ensure that all pupils learn at the correct level of understanding. Homework is used very well and supports classroom learning very effectively.

Mathematics across the curriculum

55. Teachers give pupils many opportunities to apply their mathematical skills in other subjects. For example the use of time lines in history, graphs and charts in science and measurement and shape in art.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well throughout the school and most attain above average standards by the time they leave.
- There is a very good focus on investigations so that pupils understand the importance of scientific enquiry.
- Teaching is good, built around very good planning. Pupils are very good learners.
- Pupils with special needs make very good progress because of the effective support from learning assistants.
- The subject is led and managed well by a knowledgeable co-ordinator.
- There are times when the higher attainers could do better.
- The lack of a water supply in classrooms creates unnecessary extra work for teachers and wastes time when investigations are planned.

Commentary

56. Standards are above average at the end of Year 2 and Year 6. Pupils with special needs make very good progress when they are supported by learning assistants. Good emphasis on the development of scientific enquiry by all teachers has ensured pupils become confident at planning and carrying out investigations.
57. Almost all pupils achieve well as a result of good teaching which is built around very good planning. In Years 3 to 6 pupils are taught in mixed age classes. Although the work is set carefully at different ability levels for small group work, nevertheless some of the older high ability pupils are not challenged enough on some occasions. This happened in Year 2 as well, where the investigative task in a lesson about sorting materials was too simplistic in the way results were recorded.
58. Pupils attain above average standards by the end of Year 2. Many pupils enter school with below average knowledge of the everyday world around them. Some find it hard to describe what they have seen or found out. However, pupils make good progress because of the effective teaching and by the end of Year 2 they provide explanations about their observations and use scientific language with confidence.
59. By the time they leave almost all pupils are confident scientists in all investigations, and they reach above average standards in all different aspects of the subject. They record results well because of the very good guidance given by the school's recording sheets, developed by the

co-ordinator. Work is always very neat. There are good links with literacy, which helps to raise standards in writing. Pupils know about the importance of a fair test, select and use apparatus intelligently and exchange ideas happily using a wide scientific vocabulary.

60. Teachers use national guidance well and match the majority of work successfully to pupils' needs and abilities. Teachers manage pupils effectively by using a judicious mixture of questions, praise and encouragement. Relationships are very good and as a result pupils are highly motivated, enthusiastic learners. This was particularly evident in a Year 5/6 lesson about the development of a fair test using yeast. However in this lesson, and in all others, teachers still have to carry buckets of water around the school as classrooms have no water supply and this limits the time available and the opportunity to react to pupils' responses as teachers would like.
61. The co-ordinator provides good leadership. He monitors plans, analyses results and advises teachers on the best way to tackle investigations. This has enabled the school to make good progress in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision is **good** and pupils achieve well.

Main strengths and weaknesses

- Standards are improving, and pupils are achieving well.
- There is very good leadership of the subject by the co-ordinator.
- The school has improved resources, and there is now good quality hardware and a growing amount of software.
- Staff have become more confident and direct teaching of skills is improving
- Each class has time each week in the ICT suite which helps develop their skills
- Accommodation in the ICT suite is unsatisfactory because the room is too small for teachers to teach a class lesson, consequently teaching and learning are interrupted.

Commentary

62. Standards are average at the end of Year 2 and Year 6. The school makes very good provision for pupils with special educational needs and they make very good progress. All aspects of the subject are covered and the subject continues to develop well.
63. Word processing is used confidently and competently. Pupils use the computer's tools to create, amend and improve their work. A good example of this was seen in a Year 3/4 class where pupils were learning how to combine text and graphics. In Years 5 and 6 pupils learn how to use procedures to draw regular shapes. Pupils experimented using the repeat function and procedures to make patterns. All pupils completed their task, and were able to predict the results of their decisions to explore patterns using these models. There was good additional challenge for the more able involving the size of angles and 360°. This is an example of the very good links made with mathematics. In Years 1 and 2, pupils were learning how to create a pictogram. With their computer partners, pupils opened the program and created a pictogram to represent the data for hair colour, eye colour, favourite pet and different ways to travel to school. In Year 2 pupils learn how to use the flood fill to create highlights of colour. To demonstrate the technique, the teacher used Jackson Pollock's 'Yellow Island'. Pupils confidently 'took a line for a walk' and using the flood fill tool created coloured islands.
64. Teachers have a good knowledge and understanding of the subject and teach it very well. They confidently and competently use the projector and this gives all pupils access to the curriculum and ensures inclusion. The use of the projector enhances teaching of basic skills. Pupils are

keen and enthusiastic learners and use computers sensibly and with developing skill. The more able pupils help their less confident classmates and this develops a sense of responsibility.

65. The subject co-ordinator has a clear understanding of how to improve standards further. There is a suitable scheme of work which supports planning, teaching and learning as a suitable policy for internet use. The co-ordinator monitors teaching and pupils work and assesses strengths and weaknesses. Pupils in Years 3 to 6 have an assessment book in which they record their learning. Teachers use on-going assessment against the learning intentions in lessons and this informs the planning for the next lesson.
66. There is a lack of space in the computer suite and this is unsatisfactory. Teachers teach the beginning of their ICT lesson in classrooms and then the class moves to the computer suite for pupils to do their tasks. This is unsatisfactory as it interrupts the pace and flow of lessons and wastes time and some pupils have to be reminded of the tasks by the time they reach the suite.

Information and communication technology across the curriculum

67. The use of ICT across the curriculum is developing and teachers are becoming more aware of its use in other subjects. The co-ordinator has identified the use of ICT in other subjects, particularly in English, mathematics and science to improve the impact the subject has on pupils' learning, as a development for the subject. ICT is used in science, as pupils create a poster for healthy teeth, in mathematics to enhance the learning of shape and when word processing text in English.

HUMANITIES

Geography and history

No lessons were seen in **geography**.

History

The provision for **history** is **good**.

Main strengths and weaknesses

- The teaching of history is good; planning is a strong feature.
- Pupils' attitudes to learning are very good.
- Displays are very attractive and add to the learning ethos.
- Storage of the good quality artefacts and resources is difficult.
- More time is needed for co-ordinators to lead and manage their subjects.

Commentary

68. Pupils' achievement in history is good. Standards of attainment are above expectations for their age. Infant pupils use oral sources well to develop an understanding of chronology as Year 1 pupils did when they joined in an exciting Punch and Judy show in the school hall. In Year 2 they learn about the life and times of Florence Nightingale, compare what happened in nursing then with health care now and use a much wider source of information to learn about the past, such as library books and the Internet
69. By the end of Year 6 pupils have a good knowledge of the periods they have studied. Written work is more detailed and linked well to their literacy skills. 'Along the Appian Way', a Roman story by Year 4 pupils is a very good example of this, where pupils wrote first person narratives and reports. Pupils understand the different ways of life from more distant periods and use their detailed knowledge and understanding to discuss things in much more depth. For example,

Year 6 pupils contributed maturely to a lively discussion about the ethical implications of the Tutankamen archaeological expedition by Howard Carter.

70. The quality and range of learning opportunities are good. Teachers link series of lessons together well so previous learning is used effectively. Standards of presentation and display are high. Relationships are very good because teachers and classroom assistants manage pupils skilfully. Pupils have very enthusiastic attitudes to learning as a result.
71. The history co-ordinator has a good understanding of the strengths and weaknesses of the subject. She is particularly keen on real experiences and the use of good quality artefacts and resources. Storage of these remains a problem in spite of her best efforts.
72. In geography, Year 2 pupils show satisfactory knowledge of their own area and compare these features with a contrasting locality, The Isle of Struay. By Year 6 they show a suitable understanding of different places. They look at maps of Africa and compare and contrast the Rivers Trent and Nile. Map work is good.
73. The geography co-ordinator is new to the post and relatively inexperienced. She has very good support from the headteacher and the local authority adviser. She has analysed work and begun to look at resources. This is a good beginning, but she has very little time during the school day to look at the subject in more depth. Storage of resources is still a problem

Religious education

The provision for religious education is **good**.

Main strengths and weaknesses

- Pupils exceed the expectations of the locally agreed syllabus at ages seven and eleven and achieve well.
- The teaching is good, built on well organised detailed plans.
- Resources are thoughtfully chosen and of good quality.
- Pupils are enthusiastic learners because of very good relationships.
- The co-ordinator leads and manages the subject effectively.
- Resources are scattered throughout the school because storage space is minimal.
- There is very little time during the school day for the co-ordinator to work with other teachers.

Commentary

74. Pupils' standards in religious education at the ages of seven and eleven exceed the expectations of the locally agreed syllabus and are above those seen in most schools. They achieve well because work is planned in detail to cover the syllabus and to meet the needs of all pupils.
75. When pupils begin school they are below average in their communication skills and their knowledge and understanding of the world. The good first hand experiences and the good teaching in the early years means pupils reach an above average level by Year 2. They have a good knowledge of the stories about Jesus and stories from other major religions. For example pupils write at length in their books about 'Jesus and the Taxman' and when retelling the lives of Ganesha, Shiva and Parvita.
76. Year 6 pupils confidently discuss religious values such as honesty, truth and friendship. Their writing shows they know the distinctive traditions of Christianity and other major faiths. They have a good understanding of the richness and diversity of these religions. They know about the Qur'an, the Bible, the work of a rabbi and what a Bar Mitzvah is.

77. The quality of teaching is good, not only because it is very well planned and resourced but also because relationships are of such high quality. As a result pupils are very enthusiastic, well behaved learners. Work in lessons is organised for pupils of different abilities to challenge them. Written work is neat and illustrations are colourful. Pupils and teachers are sensitive to each other's views.
78. The co-ordinator is enthusiastic and knowledgeable. She leads and manages the subject effectively. She is looking ahead to 2004 when the revised syllabus will be introduced. However, she has very little time during the school day to look at its effect in depth or detail. The very limited storage space for the good quality resources affects access and the time available for the subject.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

Provision in art and design is good.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- Skills are developed progressively.
- Cross-curricular links are very good.
- The use of computers could be developed further.

Commentary

79. Standards in art and design are in line with those expected of pupils in Year 2 and above expectations in Year 6. All pupils make good progress and achieve well. Teachers' careful use of paintings, posters and computer images helps to overcome any learning difficulties. Pupils' work over time demonstrates good progress in their development of skills in drawing, painting, collage, sculpture, textiles and print-making. Pupils use their sketch books well. They demonstrate sensitivity as they study the works of great artists, observe their painting techniques and try to emulate their style in paint and oil pastels. There are many examples of high quality work, such as self-portraits in Years 5 and 6, based on pencil sketches, followed by the use of thick paints and tones to develop shade and depth. Pastels are used well to develop clear, observational drawings of a vase of flowers. Landscape pictures using pencils and wax crayons are particularly effective. There are many opportunities for three-dimensional work.
80. Teaching is good and leads to good learning. The strengths are teachers' good subject knowledge and teaching of basic skills, the promotion of equality of opportunity, the insistence on high standards of work and behaviour and their ability to engage and retain pupils' interest. These are major factors in pupils' good acquisition of knowledge, skills and understanding. Through opportunities to appraise their own work and the work of others, pupils develop a good knowledge of their own learning.
81. The quality and range of learning opportunities is very good. The scheme of work provides good guidance to teachers. Pupils' spiritual development is enhanced through opportunities to appreciate great works of art and to express their own feelings through art. Opportunities are taken for pupils to sketch during school visits. A flourishing art club makes a good contribution to the development of pupils' skills.
82. Leadership and management of the subject are good. The subject leader is knowledgeable and enthusiastic. She has a very clear sense of educational direction and has been instrumental in raising pupils' attainment and progress. The curriculum has been broadened and teaching has improved, representing very good improvement, overall, since the last inspection.

Design and technology

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

Main strengths and weaknesses

- There is a good planning framework
- Skills are developed progressively
- The quality of teaching and learning is good.

Commentary

83. Standards in design and technology are in line with those expected of pupils in Year 2 and Year 6. All pupils make sound progress and achieve satisfactory standards. Food technology is a strength of the school. Pupils in Year 2 have made high quality puppets linked to their work in science. They also make wheeled vehicles, pneumatic rockets and wind-up machines, such as a crane.
84. Teaching and learning are good. The strengths of teaching are the strong emphasis on skills and techniques, which leads to the good development of pupils' knowledge, skills and understanding. Good management of pupils engages their interest and concentration and inspires them to put creative effort into their work. Teachers' knowledge and understanding are good, teaching methods are effective and time, teaching assistants, parents and resources are used effectively to support pupils' learning. Pupils are trained to evaluate their products and carry out improvements; as a result, they gradually develop a good knowledge of their own learning.
85. The quality and range of learning opportunities are good. The curriculum is enriched through cross-curricular links, workshops and visitors. Pupils develop their literacy skills as they complete their design sheets and written evaluations and discuss their finished products. They develop their mathematical skills as they measure and make templates. Information and communication technology is used for research.
86. Leadership and management are good. The subject leader is experienced and enthusiastic and demonstrates a clear sense of educational direction. Although the scheme of work provides a clear learning structure to ensure the progression of skills, the assessment and recording procedures are still developing.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Teaching and learning are good.
- Pupils are highly motivated and keen to learn.
- Singing is of a high standard.
- The curriculum is enriched by opportunities to perform.
- Pupils are enabled to listen to a wide variety of music every week.

Commentary

87. Standards in music are in line with those expected of pupils in Year 2 and above those expected by Year 6. All pupils make good progress against their prior attainment and achieve well. Pupils' singing is of a high standard. The active participation of pupils is encouraged on

many occasions. For instance, at the beginning of one assembly a pupil played the others in on a cornet. On the next day this was accomplished by two flautists and a clarinetist.

88. This is typical of the good quality and range of learning opportunities. The curriculum is enriched through extra-curricular activities, such as a singing club and recorder groups. They perform at a local residential home and at the Church at Christmas. Individual tuition is available in a number of instruments. Pupils perform at church services and school productions. Leadership by the co-ordinator with the gifted and enthusiastic deputy head teacher is very good. He provides a very good role model for other staff and pupils. There is a strong tradition of performance that is very much a part of school life.
89. Teaching in music is good and leads to good learning for all pupils. The strengths of teaching are the teacher's good subject knowledge, their ability to engage and challenge pupils, their high expectations of work and behaviour and careful use of time. Strengths of learning are the progressive development of pupils' knowledge, skills and understanding, their application and productivity and their capacity to contribute independently and collaboratively. Pupils listen attentively and learn and recall sounds well. They combine pitch, dynamics, duration, tempo, texture and silence simply and expressively. The enjoyment of music is evident throughout the school.

Physical education

Provision in physical education is **good**.

Main strengths and weaknesses

- Pupils' achievements in dance are very good and they exceed expectations because teaching is very good.
- The curriculum is good and the school provides an extensive range of sport.
- There is a very good range of out-of school activities, including professional coaching.
- Very good leadership and management encourage teachers to teach the subject well.
- The school needs to develop a rigorous system for assessment.
- Storage is unsatisfactory.

Commentary

90. Pupils throughout the school are achieving well. Their achievements are very good in dance where they exceed expectations for their ages acquiring very good balance and control, making full use of the available space when travelling, keeping accurate time to the music and interpreting movements to music with imagination and versatility.
91. Pupils learn very well because teaching is good, greatly enhanced by very good subject knowledge. Teachers have good training in teaching the subject because the co-ordinator is a very good practitioner. Pupils benefit from clubs after school, swimming galas, district sports, netball and football tournaments, netball and Kwik cricket. Local district councils provide hockey and athletics coaching and there is professional support for cricket and football training for Years 5 and 6 by local clubs.
92. In Year 2 pupils used movement imaginatively in one lesson as they responded to music. They changed levels and direction of movement as well as speed. The very good teaching encouraged pupils to enjoy their lesson and to perform as well as they could. In Year 3 and 4 pupils develop their skills of sequencing a variety of movements including rolling, turning and landing. Pupils in Year 5 and 6 learn about popular dance styles including rock-'n'-roll. Pupils learn to create a group dance by choosing, combining and adapting step and action patterns.

93. Pupils' personal development is very well promoted through activities. Pupils work very well in groups and abide by rules of dance routines. They are very aware of how to keep their bodies healthy and perform safely. Dance enhances pupils' spiritual development as they experience a sense of wonder as they create their own routines.
94. Assessment in the subject is not fully developed. The co-ordinator understands this and is currently exploring ideas which will enable teachers to more easily track pupil progress. Because of the cramped accommodation within the school storage of equipment is unsatisfactory; it is stored all over the school wherever there is a space. The impact of this is that the co-ordinator has difficulty in auditing resources and they are not easily available for lessons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education (PSHE)

Provision is **very good**.

Main strengths and weaknesses

- There is a very good policy that is consistently well applied throughout the school.
- Innovations such as the Friendship Squad make pupils feel at home in the school from their first day.

Commentary

95. The positive care within classes and by teaching staff contributes very well to the security and welfare of all pupils and plays a strong part in their very positive attitudes to school and staff. All teachers are very aware of the needs of individual pupils and how they can all be a part of the school. No pupil is left to feel alone or vulnerable through the work of the volunteers on the Friendship Squad who not only help each other but can report back directly to any adult in the school.
96. The class discussion, known as Circle Time, in a Year 2 class seen during the inspection was typical of the care and thought being applied to this aspect of pupils' learning. The two themes were "Helping one another" and "What makes us happy". The way that staff generated a very supportive atmosphere to enable the more nervous pupils to speak when it came to their turn was impressive. The only small drawback was that the lesson had to be held in the hall as the classroom is too small, and the traffic through the hall was occasionally a distraction.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	5
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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