

INSPECTION REPORT

JOHN BLOW COMMUNITY PRIMARY SCHOOL

Collingham, Newark

LEA area: Nottinghamshire

Unique reference number: 122631

Headteacher: Mrs H Richardson

Lead inspector: Mr M Newell

Dates of inspection: 13th- 16th October 2003

Inspection number: 256560

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	150
School address:	Snowdon Road Collingham Newark
Postcode:	NG23 7PT
Telephone number:	01636 892485
Fax number:	01636 892650
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs J Imrie
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE SCHOOL

The school is smaller than average and is situated in the village of Collingham, close to Newark in Nottinghamshire. The school received a School Achievement Award in 2002 because of the high standards that it attained. There is a relatively high level of pupil mobility. Almost all the pupils are of white ethnic origin and there are no children whose first language is not English. The percentage of pupils eligible for free school meals stands at approximately 8 per cent and this is below the national average. The percentage of pupils with special educational needs is well below the national average and there are no pupils with a statement of special educational need. The school has a small percentage of pupils that are travellers' children and a small percentage of children that are in public care. Children's ability when they start school covers the full ability range and is at an average level overall.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10638	Mr M Newell	Lead inspector	English as an additional language. Inclusion Mathematics Information and communication technology Design and technology Music Physical education Personal, social and health education
15181	Mrs M Hackney	Lay inspector	
10911	Mrs C Deloughry	Team inspector	English Art and design Geography Religious education
20301	Mr P Isherwood	Team inspector	Special educational needs Foundation Stage Science History

The inspection contractor was:

Altecq Education Limited

102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very good school where pupils of all abilities achieve well and a school which provides a very good quality of education. Pupils have very good attitudes to learning and behave very well. These factors together with the good and often very good teaching contribute much to the well above average standards that pupils attain in a good number of subjects by the time that they leave school. The headteacher provides very good leadership and management of the school and is very well supported by a dedicated and committed staff and a very effective governing body which plays a valued role in the management of the school. **The school provides good value for money.**

The school's main strengths and weaknesses are:

- Children and pupils of all abilities, throughout the school, achieve well resulting in well above average standards in English, mathematics, science and other foundation subjects by the time that pupils leave school.
- The leadership and management of the school are very good and the headteacher shows an excellent clarity of vision. The governing body is very effective.
- The quality of teaching is good overall and often very good.
- Pupils' attitudes and behaviour are very good.
- The provision made for pupils' personal development, including the manner in which the school promotes pupils' enquiry and investigative skills, is very good.
- The school provides a good curriculum that is enriched by a very good array of learning opportunities outside of the formal curriculum.
- The way in which the school involves pupils in the life of the school through seeking, valuing and acting upon their views is excellent.
- Links with parents and the community are very good and impact very positively on how well pupils achieve.
- The role of the co-ordinator is not yet rigorous enough in all subjects.
- Procedures for assessing and tracking pupils' attainment are not firmly established in all subjects.

The improvement since the last inspection has been very good overall. The school set about tackling the identified issues in a most rigorous and effective manner and has accurately identified further areas for development and improvement. Standards and how well pupils achieve have improved and the good quality of teaching is now far more consistent. Many of the strengths identified have been built on including how well the school is led and managed. The school is now an even better school than it was and is very well placed to continue to improve.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	All schools			similar schools
	2000	2001	2002	2002
English	A	B	A	A
mathematics	C	A	A	A
science	A	A	A	A*

Key: A* - Very high; A - well above average; B – above average; C – average; D – below average; E – well below average

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

Pupils across the school achieve **well**. Attainment when children start school covers the full ability range and is at an average level overall. Children in the part-time pre-reception class and full-time reception class **make good progress and achieve well** because of the consistently good and at times very good teaching. By the time that children are ready to start in Year 1 attainment is above the expected level in all areas of learning.

Pupils in Years 1 and 2 achieve well overall and by the end of Year 2 standards are above average in reading, writing, mathematics and science. National test results show that pupils' attainment was well above the national average in reading and mathematics and above average in writing. Any differences between test results and inspection findings can be explained by the natural ability differences in the differing groups of pupils. By the end of Year 2, standards in information and communication technology are at an average level and are improving fast. Over time achievement has been satisfactory and pupils are currently achieving well. Standards are above average in religious education, history, design and technology, music and physical education and all pupils achieve well. Standards in other subjects are at an expected level.

Pupils in Years 3-6 achieve well and standards are very good in English, mathematics and science by the time that pupils leave school. National test results show that over time pupils often attain well above national average standards. Pupils have particularly good investigative and enquiry skills and achieve strongly in these aspects of mathematics and science. The school's success was recognised with an achievement award by the government. Standards are at an average level in information and communication technology and are similar to those of pupils in Years 1-2. Standards are improving rapidly and pupils are achieving well at the present time. Standards in religious education and history are well above average and above average in design and technology, music and physical education and all pupils are achieving well. Standards in other subjects are at an expected level.

Pupils with special educational needs benefit from very good levels of support that enable them to achieve at a similar rate to their classmates. Higher attaining and gifted pupils achieve well in relation to their ability. Inspection evidence shows that there is no significant difference in the achievement of boys when compared to girls that cannot be explained by natural ability differences.

The provision that the school makes for pupils' personal development including the provision for pupils' spiritual, moral, social and cultural development is very good. Pupils make a significant contribution to the life of the school as a community. Pupils' attitudes and behaviour are **very good** and pupils are only too ready to take initiative and responsibility for their own learning. Although the attendance of the vast majority of pupils is good, a very small number of pupils with particular difficulties have a very poor record of attendance. This results in an overall **unsatisfactory** level of attendance which is below the national average. Pupils' punctuality is good.

QUALITY OF EDUCATION

The quality of education provided is very good. The quality of teaching is good overall and often very good. Teaching is often challenging and demanding and meets the needs of individual pupils. Teachers place a very good emphasis on pupils learning through enquiry, practical, investigative and problem solving tasks alongside the direct teaching of specific skills and knowledge. The result is that pupils find learning fun, enjoyable and stimulating which is reflected in their very positive attitudes and the amount of work they complete in lessons and over time. Teaching assistants make a powerful contribution to how well pupils learn. The school has rightly identified the need to improve assessment and tracking procedures in some subjects to have a bigger impact on how well pupils achieve.

The school provides a good curriculum that is enhanced by a very good range of extra-curricular activities and a wide and varied array of visits and visitors to the school that add to pupils' learning and to how well pupils achieve. Provision for pupils with special educational needs is very good and good provision is made for the personal, social and health education of all pupils. The school provides very good levels of care and support and the way in which the school listens to, respects and acts upon the views of pupils is excellent. This adds much to the very good ethos of the school and is further enhanced by the very good links and partnerships that the school has forged with parents and the wider community which all bring a further valuable dimension to pupils' academic and social experiences.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The leadership and management of the headteacher are very good and her excellent clarity of vision and high aspirations have been pivotal and significant factors in the continued improvement of the school. She is well supported by an effective senior management team and dedicated and committed staff who share her fierce determination to attain and sustain high standards. The governing body has become increasingly effective and now plays a very good role in terms of governance, in supporting and monitoring the work of the school and in acting as a valuable and valued "critical friend" to the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very happy with the school, and hold the school in high regard. The vast majority of parents are proud and appreciative of the quality of education that the school provides. Parents work very closely with the school and play a much valued role in supporting their child's education and the work of the school.

Pupils love coming to school and taking part with great enthusiasm and verve in all that the school has to offer. The pupils really appreciate the fact that their voices are heard and listened to and are very proud of the fact that through the school council they have made major contributions to school life.

IMPROVEMENTS NEEDED

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

- Further develop the role of the subject co-ordinator in certain subjects by establishing more rigorous procedures for monitoring and evaluating teaching and learning.
- Develop more rigorous procedures for assessing and tracking pupils' achievement and progress in subjects where they are not yet fully established.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils **achieve well** in the Foundation Stage and in Years 1-6. Boys and girls, pupils of differing abilities, travellers' children and pupils in public care achieve equally well. By the time that pupils leave school they consistently attain **well above average** standards in the core subjects and attain and achieve **well** in many foundation subjects, particularly religious education and history.

Main strengths and weaknesses.

- Throughout the school pupils achieve well.
- By the time that pupils leave school standards are consistently well above average in English, mathematics and science.
- Pupils attain well and sometimes better in the foundation subjects.
- The good and at times very good teaching is impacting significantly on how well pupils achieve.

Commentary

FOUNDATION STAGE

1. Children get a good start to their educational lives in the Foundation Stage. When children start school in the part-time pre-reception class attainment covers the full ability range and is at an average level overall. Because of the consistently good and at times very good teaching in both the pre-reception and full time reception class and the wide range of stimulating and exciting learning activities, all children make good progress and achieve well. By the time that children are ready to start in Year 1 attainment exceeds the early learning goals in all areas of learning except their physical development where it is at an expected level. This is because the lack of a designated outdoor play area limits the children's opportunities to access spontaneous play and fully develop their physical skills.

KEY STAGE 1

2. On the basis of the 2002 National Curriculum tests and teacher assessments attainment was well above the national average in reading and mathematics and above average in writing and science. When compared to similar schools attainment was above average in reading and mathematics and average in writing. Unvalidated data for 2003 shows attainment to be above average in all subjects.

Standards in national tests at the end of Year 2- average points score in 2002.		
Standards in:	School results	National results
Reading	17.3(16.2)	15.8(15.7)
Writing	15.0(12.6)	14.4(14.3)
Mathematics	17.8(16.3)	16.5(16.2)

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

3. Inspection findings show that attainment is above average in English, mathematics and science and all pupils are achieving well. Any differences between inspection findings and test results can be explained by the differences in natural ability of the different groups of pupils. There is no significant evidence of differences in achievement of boys and girls or different groups of pupils.

KEY STAGE 2

4. The good start that pupils benefit from in Years 1 and 2 is built on well in Years 3-6 because of the continued good and at times very good teaching. By the time that pupils leave school, attainment over time has usually been well above average in English, mathematics and science. The National Curriculum test results in 2002 showed standards to be well above average in English, mathematics and science. When the school's performance in 2002 is compared to similar schools, attainment is very high in science, in the top 5 per cent of schools, and well above average in English and mathematics. The emphasis that the school has put on raising standards in writing has paid dividends with the 2003 results showing writing standards being close to reading standards which were well above average. Unvalidated data for 2003 show standards to be well above average in English and mathematics and above average in science. The school gained a School Achievement Award in 2002 in recognition of its success.

Standards in national tests at the end of Year 6- average points score in 2002.		
Standards in:	School results	National results
English	29.1(28.0)	27.0(27.0)
Mathematics	29.3(29.6)	26.7(26.6)
Science	31.1(29.9)	28.3(28.3)

There were 30 pupils in the year group. Figures in brackets are for the previous year.

5. Inspection evidence indicates that standards continue to be well above average in English, mathematics and science and all pupils achieve well. Evidence also shows that boys and girls achieve equally well and that different groups of pupils such as those with special educational needs, higher attainers, travellers' children and pupils in public care achieve just as well as their classmates.
6. The very effective way in which reading and writing skills are directly taught across the school and the consistent opportunities that are capitalised on to develop pupils' speaking and listening skills impact significantly on how well pupils attain and achieve in English. The very good emphasis that the school places on investigative and problem solving activities in mathematics and science contributes much to the high standards that pupils achieve by the time that they leave school. In addition teachers are proficient at putting pupils' literacy and numeracy skills to very good use in other subjects of the curriculum.
7. By the end of Year 2 and Year 6 standards in information and communication technology are at an average level and rising because pupils now have regular access to wireless laptop computers and teaching is good. The restricted access to computers over time has prevented standards from being higher. Standards in religious education and history are above average by the end of Year 2 and well above average when pupils leave school and all pupils achieve well. Standards in design and technology, music and physical education are above average at the end of both key stages with all

pupils achieving well. Standards in art and design and geography are at an average level and pupils achieve in a satisfactory manner.

8. The support assistants in school play a significant role in helping to ensure that pupils with special educational needs achieve well and all teachers across the school make sure that work is sufficiently demanding and challenging for the higher attaining pupils. The inclusive nature of the school means that different groups of pupils such as travellers' children and pupils in public care have full access to all aspects of the curriculum and have their academic and social needs fully met. In doing so this means that these pupils achieve as well as their classmates.

Pupils' attitudes, values and other personal qualities

Pupils have **very good** attitudes towards school. They behave **very well** and build **very good** relationships with staff and each other. Pupils develop a keen sense of responsibility and self-discipline. The provision for spiritual, moral, social and cultural development is **very good**. Attendance is **unsatisfactory**.

Main strengths and weaknesses

- Pupils are very proud of their school and keen to be involved.
- Behaviour is very good and pupils respond very well to the high expectations.
- Very good relationships reflect the school's very positive ethos.
- The role of the School Council is prominent and very effective.
- Pupils' spiritual, moral, social and cultural development is very good.
- Very good opportunities are provided for pupils to develop their skills in independent research and personal responsibility.
- Pupils are involved well in setting their own targets for improvement including those with special educational needs.
- Attendance is unsatisfactory and below the national average because of a small number of pupils who have a poor record of attendance.

Commentary

9. Pupils in all classes have very good and positive attitudes towards school and they are keen and interested to learn. Throughout the school pupils enjoy taking part in the full range of activities and they show great enthusiasm in their involvement. Behaviour is very good and the majority of pupils demonstrate a high level of self-discipline during lessons, assemblies and whilst moving around the school. In the playground and at lunchtime pupils behave very well and they share a range of play equipment very co-operatively. Pupils are very polite and courteous towards visitors. The very good relationships in the school reflect the very positive ethos and the staff's high expectations of pupils. There have been no exclusions in recent years.

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	121	0	0
Mixed – White and Black Caribbean	1	0	0
Parent/pupil preferred not to say	7	0	0

10. Pupils' personal development is very good and has a strong impact on learning and achievement. In all classes pupils respond very positively to the many opportunities to undertake independent research in the library and on the Internet and they develop good independent study skills. Pupils are actively involved in setting personal targets which they understand and work hard to achieve. Those with special educational needs help to write their own individual education plans and monitor their improvement. The School Council has a high profile and plays a very important role in the leadership and management of the school. Pupils have a real voice and are keen to take on special responsibilities. They are regularly consulted and their suggestions acted upon for improvements to the school environment.
11. Very good provision for spiritual, moral, social and cultural development provides pupils with many opportunities to consider the world around them and to respect the feelings of others. Assemblies are used well to promote pupils' spiritual and moral understanding and joining together as a community. Pupils have a very keen sense of the difference between right and wrong. Through well planned activities pupils develop a clear awareness of their own culture and celebrate the richness of a diverse multi-cultural society, for example, through a range of visitors, religious education lessons, literature, music and special meals.
12. Although the attendance of the vast majority of pupils is good, a very small number of pupils with particular difficulties have a poor record of attendance. This results in an overall unsatisfactory level of attendance which is below the national average. Pupils' punctuality is good.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	6.2	School data :	0.0
National data:	5.9	National data:	0.5

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 school provides a **very good** quality of education for all pupils. Teaching is **good** overall and often **very good**. The curriculum is **good** and enhanced by a **very good** range of learning opportunities outside the formal curriculum which enrich pupils' learning. The care

and guidance provided for pupils are **very good** and the way in which the school gives the pupils a voice is **excellent**. **Very good** links have been established with parents and the community and these add greatly to pupils' learning and achievements.

Teaching and learning

The quality of teaching and learning is **good** overall, often **very good** and impacts significantly on how well all pupils achieve. Teaching is **very effective** in ensuring that the needs of different groups of pupils are met. Whilst there are **very good** procedures in place for assessing and tracking pupils' progress in some subjects, procedures are in some foundation subjects need to be improved.

Main strengths and weaknesses

- Teaching is good and often very good across the school.
- Work is well matched to the needs of differing groups of pupils.
- Reading, writing and investigative skills are taught very effectively with teachers consistently capitalising on opportunities to enhance pupils' literacy and numeracy skills in other areas of the curriculum.
- Teaching assistants make a significant contribution to the pupils' achievement.
- Assessment procedures are very good in English and good in mathematics and science but improvement is needed in other subjects.

Commentary

Summary of teaching observed during the inspection in 36 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	16 (45%)	16 (45%)	4 (11%)	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.

- Teaching in the Foundation Stage is consistently good and at times very good. In both the pre-reception and the reception class a good balance is struck between children learning through child initiated and practical activities and the direct teaching of specific skills. Activities are exciting and captivate the interest and imagination of all children and very good use is made of visits and visitors to help bring learning experiences to life. Support staff in the Foundation Stage make a major contribution to the quality of learning provided and to how well children achieve. Assessment is a particular strength. There is regular, almost continual recording of what pupils know and understand. This information is then used very well to develop the next stage of learning. The lack of an appropriate designated play area with climbing and other equipment prevents teaching of children's physical development from being stronger.
- The significant rise in standards in writing is due to the way in which writing skills are taught in a direct and systematic manner across the school. Teaching ensures that pupils are equipped with the necessary skills to write well for many different audiences and purposes and to capitalise on the many opportunities that arise to write in other subjects of the curriculum. Reading skills are taught equally well. Teachers are very good at providing opportunities for pupils to take part in discussions, debates and role play activities and in ensuring that pupils listen to and respect the contributions of others. This helps to ensure that high standards are achieved in speaking and listening although more drama activities could be provided. A great strength in teaching is the

way in which pupils learn through practical, investigative and problem solving activities in mathematics and science. This is never at the expense of scientific knowledge or in how well pupils acquire different mathematical concepts but the range and variety of such activities really enthuse and fire up the pupils who rise very well to the challenges that are set. Very good use is made of pupils' numeracy skills in other subjects of the curriculum.

15. Another strength of teaching is that it takes account of the differing needs of different groups of pupils. This is a very inclusive school and teaching ensures that work is demanding and challenging for the higher attaining and gifted pupils but is very sensitive to the social and academic needs of other groups such as travellers' children and pupils that are in public care. Teaching assistants work very closely with teachers and enable pupils with special educational needs to take a full and inclusive role in all lessons through their very well directed, focused support which heightens pupils' self esteem and helps them to achieve well.
16. Teaching is good in a number of foundation subjects where teachers' subject knowledge is used very well to capture the interest of the pupils and makes learning fun. Pupils develop a great awareness of different world faiths because teachers cover many different beliefs in depth and with great respect and sensitivity. Pupils are now achieving well in information and communication technology although pupils' progress has not been as secure over time. The improvements are a result of the regular access to computers that pupils now have together with the direct and effective teaching of specific computer skills.
17. The school has put in place very good procedures for assessment in English. There is regular very high quality assessment of all areas of the English curriculum. The information obtained is used very effectively to set targets for individual pupils. This ensures that pupils understand what they have to do to improve their learning. In mathematics and science systems are good and used effectively to develop learning. Teachers use marking very effectively to develop learning in these subjects. In the foundation subjects, procedures for assessing and tracking pupils' attainment and progress are not rigorous enough to have the biggest possible impact on how well pupils learn and achieve.

The curriculum

The curriculum provided by the school is **good** and opportunities for enrichment through extra-curricular provision and support for learning outside the school day are **very good**. Accommodation and resources are **good**.

Main strengths and weaknesses.

- The formal curriculum is good with good cross curricular links and very good extra-curricular activities.
- There is very good curriculum innovation and inclusion.
- Very good provision is made for pupils with special educational needs and good provision for children in public care and travellers' children
- Very good provision is made for enriching pupils' learning outside of the formal curriculum.
- Accommodation is generally good but the lack of a secure outside play area for the Foundation Stage represents a considerable disadvantage.

Commentary.

18. The curriculum is fully inclusive and fully meets statutory requirements, including provision for religious education and collective worship. The wide breadth of curriculum provision and the frequent inter-link between subjects enable pupils from all backgrounds and abilities to gain a good range of knowledge, skills and connected experiences. Literacy and numeracy are taught well across the curriculum. The school is very receptive to new ideas to improve and develop the curriculum, through innovations, such as French lessons, brain gym, the adaptation of national schemes to meet the needs of the school and the development of the mathematics garden to enhance pupils' learning and make it more fun.
19. Pupils of all ages enthusiastically take part in a wide range of well managed extra-curricular activities throughout the year. Many pupils develop confidence in learning to play string, wind and brass instruments. Lunchtime and after-school clubs are attended by a large number of pupils, and during the year these include football, hockey, dance, netball, tag rugby, choir, chess and athletics. In all classes pupils go out on visits regularly to places of educational interest, and these make a strong contribution to their personal and social development. A very broad and varied programme of visitors enriches the curriculum and from Year 4 onwards pupils take part in a residential visit. Provision for the Foundation Stage is very good and prepares the children very well for the National Curriculum. The utilisation of the curriculum bridging units between Key Stage 1 and Key Stage 2 and Key Stage 2 and Key Stage 3 are successfully helping pupils to progress smoothly to the next phase of their education. Pupils are given positive assistance when transferring to the secondary school by the arrangement of effective visits by staff and pupils beforehand.
20. Teachers identify pupils with special educational needs at a very early stage. The very good support these pupils receive ensures they are included in all activities and make progress at the same rate as other pupils and achieve well. Good provision is made for higher attaining pupils within lessons. In addition pupils attend the secondary school for additional tuition and they are encouraged to participate in the local authority Saturday School scheme. Good provision is made for travellers' children and children in public care enabling their needs to be fully met.
21. The good accommodation and attractive and well maintained site provides good facilities for the effective teaching of the curriculum. Outside play and sports areas are good and are well used as a learning resource. Although plans are well in hand, the current lack of a secure designated play area for the youngest children inhibits the opportunity for them to learn through independent play. All subjects are well supported by good quality learning resources.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is **very good**. Pupils' achievements and personal development are very well monitored by staff who provide **very good** support, advice and guidance. The manner in which the school involves pupils in its work and development is **excellent**.

Main strengths and weaknesses

- The school is a very happy and safe environment where all pupils are valued and very well cared for.
- Very good procedures are in place to monitor pupils' academic and personal progress.
- Staff know pupils very well and have very good relationships with them.

- Very good induction arrangements ensure children settle quickly into the reception class.
- Pupils have a real voice in the school and through the School Council make a strong contribution to many important decisions.

Commentary

22. Pupils are very well supported by a committed staff who know them and their social and academic needs very well. All pupils are valued and their achievements well monitored and celebrated raising their self-esteem and confidence. Throughout the school pupils are very happy and they feel safe and secure within very good relationships. This makes a strong contribution to their progress and the standards achieved in the school. Pupils with social or emotional problems are supported very well through counselling links with 'Think Children'. The very good induction programme which includes time spent in the pre-school class helps children to settle very quickly and their parents to be well informed about the life of the school.
23. Pupils are provided with many opportunities to play a leading and significant role in the work of the school and it is a school where the manner in which pupils' views are listened to and acted upon is excellent both in class and through the school council. In class pupils' views and opinions are listened to valued and respected. Pupils take their responsibilities very seriously and are keen to talk about the impact of their ideas in operation. The school's involvement in the national 'Healthy Schools' project was largely as a result of the pupils' initiative when they contacted the local dairy to introduce daily milk and wrote to parents requesting their help. Pupils are proud that they have made the school a more exciting place by achieving additional resources including a new playhouse, trim trails and a garden.

Partnership with parents, other schools and the community

There is a **very good** partnership with parents who make a valuable contribution to the work of the school. **Very good** links with the community and with other schools enrich the curriculum.

Main strengths and weaknesses

- The school has a high profile in the community who hold it in high regard.
- Parents are very satisfied with their children's progress and make a strong contribution to the work of the school.
- Very good information is provided for parents whose views are regularly and positively sought.
- Very good links with the community involve pupils in a wide range of good quality learning experiences.
- Very good links with other schools impact positively on pupils' learning.

Commentary

24. The school's very good partnership with parents has a very positive effect on pupils' progress and personal development. Parents play a valuable and valued role in supporting their child's education and contribute much to their child's achievements. Many parents help in classrooms, with extra-curricular activities and residential visits. A group of parents make and maintain a selection of story sacks which are literacy and numeracy based, and these are used well to support learning at home and in classrooms. Parents are made very welcome in the school and their views are sought

regularly either formally through questionnaires or through informal discussion. The Friends of John Blow School are very supportive and organise regular fund-raising activities to provide the school with a range of additional resources.

25. The quality of information provided for parents is very good and keeps them well informed about the organisation and topics to be taught. Regular curriculum and consultation events are very well attended and provide parents with very good information about pupils' progress and guidelines for parental help at home. Parents of pupils with special educational needs are encouraged to play an active role in their child's learning by contributing to their child's individual targets. Individual education plans include a section on how parents can help their child develop particular skills at home.
26. Community links are very good and the school works hard to develop these still further. In partnership with Newark & Sherwood College parents and members of the community have the opportunity to attend adult courses in computers, fitness, reflexology and ceramics. Pupils are involved in many local events which enrich their experience and personal development. The close links with local churches facilitate regular visitors to lead assemblies which pupils enjoy and learn a lot from. The school has successfully developed strong links with a number of other schools which involve them in joint visits and shared sports and activities. As part of the links with local schools there is very good liaison between staff to share good practice and pupil information. The school has good links with an inner city school which provides pupils with a wider experience and awareness of children from different cultures and traditions.

LEADERSHIP AND MANAGEMENT

There is **very good** leadership and management of the school overall. The headteacher provides **very good** leadership and management of the school with an **excellent** clarity of vision. There is very good governance of the school.

Main strengths and weaknesses

- There is very good, dynamic leadership provided by the headteacher, supported effectively by the deputy headteacher and other senior staff.
- Management of the core subjects of English, mathematics and science is very good but the management of other subjects is not as well developed.
- The governors provide very good support to the school and are very well informed about its strengths and areas for development.
- The school monitors its performance very effectively and uses the information very well to raise standards.
- Financial management is closely linked to educational priorities.
- Induction of new staff and training for established staff are very good and are linked very well to the very high quality school improvement plan.

Commentary

27. The school is very effectively led by a headteacher who shows an excellent clarity of vision on how to raise standards in the school. She has put in place very good systems involving all staff and governors which have led to a much better than expected improvement in standards in the core subjects since her appointment. The headteacher's drive and fierce commitment to raising standards influence the whole

life of the school. Her high aspirations are based on a very astute awareness of the school's strengths and areas for development. She has been very successful in creating a very good team spirit where there is a real sense of shared determination to provide the best quality of education that the school can for all pupils in a very inclusive manner. Many of the school's improvements since the last inspection are as a direct result of the high quality of the headteacher's leadership and management skills which have also won her the respect of staff, governors, pupils and parents alike. The deputy head and senior staff very ably assist her. They have monitored teaching and learning in the classroom and provided teachers with guidance that has helped them improve their performance and enhance pupils' learning.

28. Subject managers in the core subjects provide very good leadership. They monitor teaching and learning and support colleagues by providing good quality information on how to improve pupils' performance. The management of other subjects is not as well developed and the lack of consistent systems means that there is an over-reliance on the expertise of individual subject managers to ensure that strengths and weakness are being identified and addressed. This has already been identified as an area for improvement in the school and the high quality model of monitoring that is in place for English is to be emulated in other subjects of the curriculum.
29. The governors have a very good understanding of the strengths and weaknesses of the school. They are fully involved in developing the school improvement plan. They question and challenge when necessary to ensure that targets are being met. They fulfil all statutory requirements and ensure that the principles of best value are met both in terms of services and when comparing performance with all and similar schools.
30. School performance is very effectively monitored to ensure that standards rise. There is very detailed analysis of data to identify areas of strength and for development. The information gathered is used very well to plan programmes to improve performance. There is very careful analysis of different groups, including pupils with special needs, higher attaining pupils, boys and girls, travellers' children and children in public care, to ensure that all pupils achieve at the same rate. This information is fed in to the very good school improvement plan along with other targeted information. The improvement plan is very well thought out with specific achievable targets.
31. Financial management is very good, is very closely linked to the school improvement plan and the school constantly ensures that it gets the best possible value from any goods or services purchased. Very good use is made of all available finances and the headteacher and governors show a very good awareness of the need to evaluate the impact of major spending decisions. A very good example is the working party that was set up to evaluate the best way of improving provision in information and communication technology. In the end the school opted for wireless laptops which are being put to very good use but importantly the governing body is now carrying out formal evaluation procedures to assess the impact on standards of this considerable financial outlay. Any additional funding the school gets access to is used very well to enhance pupils' learning and is closely linked to identified educational priorities. Training for staff is of very good quality and very well planned to meet the needs of both the school and individual teachers. New staff are inducted very well by the use of a very effectively planned programme, which is related both to the individual's needs and the needs of the school. Taking all factors into account the school is providing good value for money.

Financial Information for the Year April 2002 to March 2003.

Income and expenditure (£)		Balances (£)	
Total income	435 532	Balance brought forward from the previous year	21 509
Total expenditure	431 792	Balance carried forward to the next	25 249
Expenditure per pupil	2 750		

What is the effectiveness of community provision and links with the community.

32. The school has very good links with the community who are welcomed and encouraged to contribute to pupils' learning. The school plays a major role in many local events. Pupils' experience is enriched by their regular performances at the village May Fair, attendance at meetings of the History Society, Good Companions Christmas lunch and taking part in musical events at Newark Parish Church. Pupils in Year 6 recently performed in a professional production of 'A Night at the Musicals'. The school provides a page of news for the local magazine 'The Fleet' each month and pupils are keen to make their own contributions. The close links with the local churches result in regular visitors to lead assemblies from different denominations and this contributes very well to pupils' spiritual and moral development. The local environment is used well as a learning resource.
33. Groups of parents and members of the community attend adult courses in school each week organised by Newark & Sherwood College. These are well managed and oversubscribed. Courses include fitness, reflexology and ceramics, and currently adults are using lap top computers to increase their computer skills.
34. Regular visitors from the community enrich the curriculum and provide good additional learning opportunities related to specific topics. These have included a librarian, artist and Caribbean and Australian storytellers. Pupils in Year 6 take part in the Nottinghamshire police DARE project which very effectively extends their knowledge and understanding of drugs awareness and citizenship. The netball team has written to a number of local firms and has been successful in gaining sponsorship for the purchase of new netball kit. Pupils in all classes go out on regular visits to such places as the theatre, Southwell Minster, a Tudor day at Gainsborough Old Hall and the study of World War II at Brackenhurst. A topic by pupils in Year 3 was well supported by Powergen and this resulted in their work being displayed at Cottam Power Station. The majority of pupils from Year 4 onwards go on residential visits to Norfolk and Scarborough. Class representatives on the School Council very enthusiastically joined with pupils from another primary school to visit the Town Hall and to experience the re-enactment of a Council meeting.
35. The school pays good attention to encouraging pupils to contribute to the wider community. Pupils take part in regular fundraising which has included support for a school in Kenya, Lincoln Hospital Baby Care Unit and a number of national charities. Through the local Twinning Association older pupils have developed good links with French pen friends.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is good with some very good features.

Main strengths and weaknesses.

- Children of all abilities achieve well and almost all attain the early learning goals in all areas of learning by the time they leave the reception class and a significant number exceed them.
 - There is good and at times very good quality teaching and learning.
 - Assessment procedures are very good and used effectively to develop learning.
 - Staff provide good learning experiences for the children.
 - The accommodation limits opportunities for children to access outdoor play facilities.
36. Children in the Foundation Stage have a good start to their education. When children start school in the part-time pre-reception class there is a wide range of attainment levels but overall their attainment is at an average level. These children make good progress and this continues when they enter the full-time reception class. All children achieve well because of the good and at times very good quality of teaching. Teaching is particularly strong in the area of communication, language and literacy. There is a good range of learning experiences in the Foundation Stage these cover all the designated areas of learning. Support staff make a significant contribution to children's achievements. Particularly good use is made of the local environment and visits out to farms and other places. These visits enhance the Foundation Stage curriculum very effectively. The lack of a designated outdoor play area limits the children's opportunities to access spontaneous play and fully develop their physical skills. This has been recognised by the school and they are awaiting planning permission to develop a suitable outdoor area. There is very good management of the Foundation Stage. The recent re-organisation in the area has opened up many new opportunities for children both in the part-time and full time class to link together and for staff to co-operate and give the children a wider range of learning experiences.

Personal, social and emotional development

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

Main strengths and weaknesses

- Children achieve well and exceed the early learning goals by the end of the reception year.
 - The quality of teaching and learning is good overall with very good features.
 - Staff work well together and provide good role models.
37. Children in both classes achieve well and the good strides they make underpin everything the children do. The quality of teaching is never less than good. There are clear routines that even the youngest children soon settle in to. Teachers and other staff provide very good learning opportunities. Children are taught to listen to others and not to call out. The teachers listen to all their questions and answers. Children feel valued by all adults. Adults work closely together, acting as very good role models to the children. Very good emphasis is placed on children working and playing together in areas such as the water tray. Teachers and other adults teach children right from

wrong. Children respond very well to the good teaching by showing very good attitudes and independence skills. By the time they leave the reception class almost all children have reached, and most have exceeded the early learning goals. They interact well with one another, take turns and work very well without the direct supervision of adults. There has been good improvement since the last inspection.

Communication, language and literacy

The provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Children achieve very well and almost all exceed the early learning goals by the end of the reception year.
 - The quality of teaching and learning is very good, with very good assessment procedures.
 - Children show very good attitudes.
 - The learning opportunities are very good.
 - There are good opportunities for parents to help develop their child's reading skills.
38. Children make much better gains in their learning than normally expected and by the end of the reception year almost all have exceeded the early learning goals. This is because of very good quality teaching, a very wide range of well-planned learning opportunities including reading and writing poetry and parental support in developing reading. Teachers plan language and literacy sessions very effectively. Work is matched very well to individual need. There is regular very good quality assessment of what children know and understand and this is used very effectively to plan future learning. Children are encouraged to develop their pencil skills and they soon trace and copy their name, with many writing their own name unaided. Letters are usually well formed and easy to read. Children handle books well and all understand that pictures and words convey meaning. By the end of the reception year most children read simple sentences and talk about their favourite books. Parents are encouraged to help their child develop their reading skills, when teachers send home the reading folders with suggestions on how to help their child. There are many opportunities to develop speaking and listening skills and most children talk fluently and very clearly using standard English. Children respond very well to the very good teaching. They show very good attitudes, concentrating very well and presenting good quality work. The school has made good improvement in this area of children's development.

Mathematical development

Provision in mathematical development is good.

Main strengths and weaknesses

- There is good achievement and an above-expected number of pupils attain the early learning goals.
 - There is good quality teaching and learning with very good assessment procedures.
 - There is a wide range of learning opportunities provided by the school.
 - Children have very good attitudes.
39. All pupils achieve well in their mathematical development with almost all reaching the early learning goals by the end of the reception year. There is consistent good quality teaching with some very good features. Lessons are very effectively planned with work

at levels to meet children's needs. The work challenges the children because teachers work with numbers above 20. Resources are used effectively and the use of number songs and the water tray have a positive impact on improving counting skills. Children respond very well, showing very good attitudes and an eagerness to work. Most work very well without direct teacher or adult supervision, showing good independent learning skills. The school has made good progress since the previous inspection.

Knowledge and understanding of the world

Provision in Knowledge and understanding of the world is good.

Main strengths and weaknesses

- Children achieve well and attain the early learning goals by the end of the reception year.
 - There is good and at times very good quality teaching and learning.
 - Teachers offer children a wide range of good learning opportunities.
 - Support assistants and parents make a very good contribution to learning.
 - Children have very good attitudes and behave very well.
40. Children achieve well in this area, making better than expected gains in their knowledge and understanding of the world. Almost all children achieve or exceed the early learning goals by the end of the reception year. There is good quality and at times very good quality teaching. Particularly good use is made of hands on experiences within the school grounds. Teachers encourage children to observe and talk about the topics being studied. Visits out of school to a farm give the pupils a better than expected knowledge and understanding of living things. Use of the 'wild life' area develops this even further. Opportunities to use the computer ensure that children are confident in their use of the mouse. Work on families develops a good understanding of how children develop and grow. Children show a better than expected understanding of geographical skills because teachers give them good opportunities to learn about their own and other countries. Children enjoy learning about the world around them and exploring their feelings and emotions. The school has made good progress since the previous inspection.

Physical development

Provision in physical development is satisfactory.

Main strengths and weaknesses

- The quality of teaching and learning is good and children achieve well in formal physical education sessions.
 - There are insufficient opportunities for children to take part in spontaneous outdoor play sessions.
 - Children show good attitudes to their physical development.
41. Formal physical education sessions are very well planned with good quality teaching which helps to ensure that most children achieve the early learning goals. Teachers ensure that all children are fully involved and encourage them to perform to the best of their ability. Children work hard in these sessions, applying themselves very well and achieve at a better than expected level. They show good attitudes in dance and make good progress. Restriction in accommodation means that at present there is no designated play area with climbing and other equipment to develop aspects of physical

development. This means that children do not make as much progress in physical development as they do in other areas of the curriculum and as a result achievement is satisfactory rather than good. Teachers do work hard to overcome the problem with the accommodation by using the school hall and the trim trail, while this has some success it does not fully meet the needs of the children in developing the skills related to spontaneous play and physical development. There has been satisfactory progress since the previous inspection.

Creative development

Provision in creative development is good.

Main strengths and weaknesses

- Children achieve well and attain standards above those expected at the end of the reception year.
 - The quality of teaching and learning is good with some very good features.
 - Children are offered a wide range of learning opportunities.
 - Children show very good attitudes and work hard.
42. Children make good progress in their creative development. They achieve well making better than expected gains in their creative skills. Teachers provide children with a range of good and at times very good learning opportunities. Children work with a wide range of materials. They make collages of leaves. Children are given very good opportunities to work with paints and as a result show good understanding of colour mixing. Sewing skills are developed effectively. Teachers plan their lessons very effectively, giving children many opportunities to choose creative activities. Songs are used well to develop both speaking and musical skills. There are very good music sessions that challenge children and develop an awareness of pitch. Very good relationships between adults and children have a very positive effect on developing a good learning environment. Children enjoy creative activities; they listen very well to the teachers and other adults and show very good attitudes to the area. By the time they leave the reception class children are working beyond the early learning goals.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses.

- Pupils of all abilities achieve well and attain above average standards by the end of Year 2 and well above average standards by the end of Year 6.
- Teaching is good and often very good.
- Leadership and management of the subject are very good.
- Very good use is made of pupils' literacy skills across the curriculum.

Commentary.

43. Results over time show that by the time that pupils leave school they almost always attain well above average standards when compared to all schools nationally. The 2002 results and the unvalidated results for 2003 continue this pattern. Results at the

end of Year 2 show a little more fluctuation but apart from a dip in 2001 results are often above and at times well above average. Inspection findings show that standards are above average by the end of Year 2 and well above average by the end of Year 6. All pupils, including those identified as having special educational needs or as talented and gifted, are achieving well and at times very well. The very good improvement in overall quality and effective provision since the previous inspection, has led to an enhancement in standards and achievement of the pupils. The standards that are attained in all aspects of the English curriculum in both key stages are due to the high quality of provision for literacy throughout the school, especially the quality of the teaching.

44. Pupils' listening skills, in both key stages are very good. Teachers, throughout the school, very effectively make good use of the opportunities that arise, in all subjects of the curriculum, to encourage pupils to use appropriate and specialised vocabulary. As a result, most pupils, by the end of Year 6 express themselves confidently, communicating their views and exchanging ideas in well-constructed sentences in many subjects. Good use is made of role-play, but more opportunities could be provided for pupils to participate in drama activities that require preparation and rehearsal.
45. The school has recently and very effectively focused on the development of the written work. The results of the statutory tests have been carefully analysed and pupils' books systematically scrutinised so that particular attention can be paid to weaker areas. Skills, such as punctuation, handwriting and spelling are taught systematically, practised regularly and reinforced frequently. Targets are written in the pupils' books, which they and the teachers check regularly, recording progress and achievement. Marking systems are consistent and of a very high quality, providing many practical suggestions for improvement as well as praise and encouragement for the pupils' own ideas and styles. The success of these strategies means that by the end of Year 2, most pupils are writing long stories, personal diaries, poetry and letters, using well-sequenced sentences and interesting vocabulary well. By the end of Year 6 pupils' writing is very well structured and their ideas and vocabulary are often interesting and adventurous, precisely communicating their meaning. Year 6 pupils' punctuation, spelling and handwriting skills are well above average and the teachers ensure that they maintain their high standards in literacy when writing in other subjects.
46. Reading standards are a great strength in the school and make a very good contribution to the attainment of pupils in all their lessons. The main reasons for the high standards in both key stages are the knowledge and enthusiasm of the teachers, the regular high quality of reading practice every day in the guided reading sessions and the very good resources. Most pupils read regularly to their parents at home and this impacts very positively on their progress. By the end of Year 2, most pupils read a variety of texts fluently, with good levels of understanding. By the end of Year 6 pupils interpret and describe the main features of the characters in fiction writing, infer and deduce beyond the literal level and utilise their abilities to skim and scan effortlessly through pages of text when researching information.
47. The quality of teaching and learning in both key stages is good and often very good. The teachers have very good knowledge and understanding of the skills to be taught and an enthusiasm for literacy. Lessons are well planned and the very good assessment systems ensure that the teachers match the work well to the differing abilities of the pupils, ensuring their full engagement and good behaviour. Very good support is provided by the classroom assistants for the lower attaining pupils, and the higher attainers and gifted pupils are suitably challenged. Most pupils achieve well because they respond positively to the teachers' high expectations and apply

themselves diligently, working confidently, and with very good levels of perseverance and productivity.

48. The subject is very well led and managed. The high quality of the monitoring of the teaching and learning in the classrooms and the very good procedures that are in place for analysing test and assessment data, target setting and then tracking pupils' progress are all impacting positively on the progress and achievement of the pupils.

Language and literacy across the curriculum

49. Teaching throughout the school is very effective at promoting and expecting the good use of speaking and listening, reading and in particular writing in different subjects of the curriculum and this adds much to how well pupils attain and achieve.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and well above average by the end of Year 6. All pupils across the school achieve well.
- Teaching is good and often very good.
- The subject is well led and managed.
- Good procedures are in place to analyse test information and for monitoring the quality of teaching and learning.

Commentary

50. National Curriculum tests over time show that standards have improved quite significantly. The 2002 results show that pupils' attainment was well above the national average. Unvalidated data for 2003 shows a similar picture. Test results at the end of Year 2 in 2002 show attainment to be well above the national average. Inspection findings show that attainment is above average by the end of Year 2 and well above average by the end of Year 6. All pupils across the school achieve well. There is no significant difference between how well different groups of pupils achieve. There has been good improvement in the subject since the time of the last inspection.
51. The good and at times very good teaching in Years 1-2 provides pupils with lots of opportunities to learn through practical and investigative tasks in mathematics. This enables pupils to get a good grasp of differing mathematical concepts. Pupils are confident at trying different approaches to solve problems that they are set and readily explain their mathematical thinking. Teaching pays good attention to what pupils have previously learnt and gets them to use this well to tackle new and more difficult work. New concepts are introduced at a good rate but there is always enough time allowed for previous work to be consolidated and practised. Pupils have well developed numeracy skills, which they use well. They use mental recall of addition, subtraction and multiplication facts to help them solve problems. Pupils' knowledge of shape is good and their data handling skills are developing well, although their interpretation of data presented to them in different forms is less secure.
52. The good start that pupils make in Years 1-2 is built on well as they move through Years 3-6 because of the consistently good and often better teaching. By the time that

pupils leave school they are very confident and competent mathematicians. They use different strategies, with ease, to solve the challenging tasks that they are set. They are particularly good at using their skills in other areas of the curriculum. They check their results for reasonableness and have a well developed mathematical vocabulary. Pupils have a very good sense of place value, recognise and describe number patterns and use mathematical formulae confidently. The good teaching makes sure that all elements of the subject are covered in depth and in doing so pupils acquire a good knowledge of shape, space and measures and make very sensible estimates of a range of measures in relation to every day situations. Pupils have a good understanding of probability. Pupils achieve as well as they do because the mathematical skills that they learn are taught in practical, meaningful ways and related to every day practical uses. This gives the subject a real, practical edge and the pupils recognise this and as a result are very keen and enthusiastic learners who put a great deal of effort into their work whilst at the same time all different groups of pupils enjoy their work and rise to the challenges that are set for them.

53. Teaching and learning are never less than good and often better in both key stages. Planning is of a high standard because it consistently targets work to the needs of differing groups of pupils. Teaching is sharp and focused and provides very clear explanations such as explaining the difference between ratio, proportion and equivalence. This gives pupils high levels of confidence when tackling new work and enables them to succeed. Throughout the school, teachers ask pupils to explain how they arrived at their answers. The sharing of this information improves the learning of all the class. Lessons usually have good pace and what is to be taught in the lesson is always shared with the pupils. Occasionally too long is spent on explanations and not enough time given for practising new skills. The sessions at the start of many lessons, where pupils' mental agility skills are tested out, are often very lively, animated and good fun and set the tone for the rest of the lesson. The session at the end of the lesson is being used very well to assess what different groups of pupils have or have not learnt and the information then used to guide and inform future planning. Teaching assistants across the school make a significant contribution to how well pupils achieve. The marking of pupils' work is usually good because it clearly outlines what is necessary for pupils to improve. Increasing use is being made of computers to support and enhance pupils' learning.
54. The subject is very well led and managed. The co-ordinators are knowledgeable, enthusiastic and have a good grasp of the quality of provision in the subject. Over time there have been many opportunities for teaching and learning to be monitored and evaluated through lesson observations and scrutinies of pupils' work. These opportunities together with very good analyses of test and assessment data which pay careful attention to the achievement of differing groups of pupils have all played a significant role in the improvement of standards, achievement and the quality of teaching and learning.

Mathematics across the curriculum

55. Teachers are very effective at getting pupils to put their mathematical skills to good use in other areas of the curriculum. Whether it is measuring accurately in science, plotting co-ordinates in geography, working out time lines in history or working out the cost of materials in design and technology, few opportunities are missed.

SCIENCE

The provision in science is very good.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and well above average by the end of Year 6. All pupils achieve very well.
- The quality of teaching and learning is very good.
- Science is used very effectively to develop skills in other curriculum areas.
- The subject is very effectively managed.
- Pupils show very good attitudes to the subject

Commentary

56. Results over time show that attainment by the time that pupils leave school has often been well above the national average. Teacher assessment for Year 2 pupils shows attainment to be above average over time. Inspection findings show that attainment at the end of Year 2 is above average and well above average by the end of Year 6. As they move through school all pupils make much better than expected gains in their development of scientific knowledge and understanding and they achieve very well. Detailed analysis by the school shows that there is no significant difference between boys and girls or between different attainment groups. Pupils with special educational needs make similar progress to their classmates. There has been very good improvement since the previous inspection in all aspects of the subject.
57. Throughout the school, pupils acquire scientific knowledge at a very good rate because of the very good teaching which also pays great attention and focus to the development of pupils' investigative skills. The teachers do this through the use of carefully planned investigations and as a result all pupils show a much better than expected understanding of investigative methods. Younger pupils predict what will happen before an investigation occurs and are usually correct in their predictions. The older pupils explain clearly why an investigation should be carried out more than once to verify results, use their scientific knowledge to make generalisations and are very competent at setting up their own investigations and testing out different hypotheses. Pupils of all ages and abilities are very competent at recording their findings in different ways. Pupils achieve so well because prior learning is constantly tapped into and built upon. Pupils gain a good early knowledge and understanding of all aspects of the subject in Years 1 and 2 and this is built on very well in Years 3-6 so that by the time that they leave school pupils' scientific knowledge across all elements is very good.
58. There is very good quality teaching in both key stages and this has a very positive impact on learning. All pupils are fully included in all aspects of the lessons. Teachers assess what pupils know and understand, and use this very effectively to develop learning. Teachers make lessons interesting by using the environment and bringing live animals in to school. Pupils in all classes are eager learners and show very good attitudes. They talk with obvious pleasure about the investigations they have carried out and explain their findings very articulately. They work together in groups showing great respect for other people's ideas. Very good teaching ensures that skills in English, mathematics and information and communication technology are developed very effectively in science. Pupils read about and record their investigations. They estimate and measure using conventional and scientific measuring scales. Results are recorded on graphs and charts using both pencil and paper and computer.

59. The management of the subject is very good. Attainment in science was an issue in the previous inspection when National Curriculum test scores showed it to be below average. The co-ordinator has worked very hard to successfully raise standards to well above average by introducing a very good scheme of work, monitoring teaching and learning in the classroom to identify areas for development and has analysed test results rigorously to identify any areas of weaknesses. There has been a very successful emphasis placed on the development of scientific enquiry skills with the co-ordinator working alongside colleagues. This has led to a significant improvement in standards in this area of the subject and also in how well this aspect is taught. There has been very good improvement since the previous inspection in all aspects of the subject and this has led to a rapid and sustained improvement in standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision is **satisfactory**.

Main strengths and weaknesses

- Standards are improving and all pupils are currently achieving well.
- The quality of teaching is good.
- The school's commitment to further improvement is high.
- The role of the subject leaders and assessment procedures need to be more rigorous.

Commentary

60. Standards are at an average level by the end of Year 2 and Year 6 and are improving. All pupils are currently achieving well. This is because the school has recently purchased a good number of wireless laptop computers which can be moved around from class to class. This facilitates good whole class teaching where specific skills are taught and then good activities are provided where these skills can be tested out. Achievement over time has been satisfactory because the laptop computers are a recent acquisition and prior to this the school did not have enough good quality computers to which all pupils had regular access. This impacted adversely on pupils' learning. Improvement since the last inspection has been satisfactory but the subject now has a much higher profile within the school and the staff and governing body show a fierce and determined commitment to further improve standards and provision in the subject.
61. By the end of Year 2 standards are at an average level. Pupils know how to save their work and have satisfactory keyboard skills. Pupils use computers in a satisfactory manner to support their learning in subjects such as English and mathematics. Pupils talk about their experiences of information and communication technology both inside and outside of school, although their technical vocabulary is not particularly well developed. In Years 3-6 teachers are working very hard and successfully to fill gaps in pupils' knowledge and skills which have resulted from their restricted access to computers over time. By the end of Year 6 pupils are able to present information in different formats such as graphs, tables and pie charts. They are confident at completing spreadsheets and use clip art to good effect to support their work in different subjects of the curriculum. Pupils are not as confident at using electronic mail and discussions with pupils suggest that they have not covered the use of sensors or graphical modelling in depth.
62. Teaching and learning in the subject are currently good. Teaching and learning over time have been at a satisfactory level. Teachers have undertaken a lot of in service

training and this has led to improvements in their confidence and expertise. It also means that they can deal swiftly with technical problems that occur without losing too much teaching time. Teachers are directly teaching specific skills such as creating a spreadsheet, how to make multimedia presentations or how to merge text and pictures to create the best effect and then providing good, challenging tasks for the pupils to complete. The pupils have high levels of enthusiasm and are very keen to pick up on the skills that are being taught to them and this is another factor as to why the pupils are now achieving well. The school is keen to further improve resources and has accurately identified the need for interactive white boards. This is an important development because whilst pupils have easy access to computers and there are a good number of computers, teachers are at times having to go round pupils individually or in pairs rather than making the teaching point to the whole class through the use of interactive whiteboards. This at times slows down the pace of teaching and learning.

63. The subject is led and managed in a satisfactory manner. The co-ordinators have a very good grasp of the strengths of the subject and the areas for development and improvement but have not yet had sufficient opportunities to monitor the quality of teaching and learning across the school. Procedures for assessing and tracking pupils' progress are not yet sufficiently embedded in school practice to have the biggest impact on pupils' learning. These are areas that the school has already identified as areas for improvement.

Information and communication technology across the curriculum

64. Increasingly good use is being made of computers to support pupils' learning in other subjects of the curriculum. Computers are used well for research purposes and the school is working on procedures that will clearly identify in teachers' planning opportunities where computers can be used in meaningful and relevant contexts to further enhance pupils' learning across the curriculum.

HUMANITIES

Religious Education.

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

Main strengths and weaknesses.

- Standards are good by the end of Year 2 and very good by the end of Year 6. All pupils achieve well.
- The curriculum is well planned and organised.
- Teaching is good.
- Assessment and monitoring of teaching and learning are under-developed.
- The subject makes a good contribution to pupils' spiritual and moral development.

Commentary.

65. The well-developed and well-taught curriculum ensures pupils build well on their knowledge and understanding as they move through the school. Pupils' understanding and knowledge of Christianity is well established in both key stages. They are familiar with stories from both the old and the new testaments and explain and describe the main festivals and symbols associated with the church. At the end of Year 2, pupils

have already gained a clear and knowledgeable insight into the main elements of other major world religions. This knowledge is particularly strong by the end of Year 6 with pupils having an in depth knowledge and awareness of different faiths such as Judaism, Sikhism, Islam, Buddhism and Hinduism. Pupils speak confidently about the various beliefs, places of worship and festivals with interest and sincere respect. The good opportunities provided by the teachers for pupils to discuss religious issues and to record their knowledge and views in their books is making a good contribution to their literacy skills. Improvement since the last inspection has been good.

66. The teaching is good. Lessons are planned well and the interesting and challenging approach of the teachers engages and motivates the pupils, who respond enthusiastically to the class discussions. The teaching and learning throughout the school is making a very good contribution to the pupils' spiritual and moral development and they are showing a commendable capacity to make deep and thoughtful contributions to the lessons. This is particularly evident in Year 6, where, with skilful teacher guidance pupils interpret the Biblical meaning of the Ten Commandments and then relate their conclusions to experiences and issues within their own lives.
67. The religious education policy and scheme of work are very good, providing clear and detailed guidance for teachers' planning ensuring good coverage and depth. The co-ordinators carry out a curriculum audit annually and scrutinise pupils' books. There is, however, no systematic means of assessing and tracking pupils' progress, nor have there been any opportunities to monitor the teaching and learning in the classroom. The religious education curriculum is well supported by the daily act of worship and the wide variety of visitors who lead assemblies.

History

The provision in history is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and well above average by the time that pupils leave school. All pupils achieve well.
- The quality of teaching is good overall.
- There is a good emphasis on the development of historical enquiry skills.
- The role of the subject managers and assessment procedures are not fully developed.
- Pupils show very good attitudes to the subject.

Commentary

68. Pupils achieve well throughout the school. They show better than expected gains in their knowledge and understanding of the periods of history studied as they move through the school. Work set at the correct levels ensures that pupils with special educational needs make progress at the same rate as other pupils. Inspection evidence shows there is no difference in the achievement of boys and girls or different groups. The good quality of teaching helps to ensure that by the end of Year 2, pupils show a good understanding of past and present and many pupils understand that there are reasons for historical events such as the gunpowder plot.
69. By the end of Year 6, pupils show a much better than expected understanding of the main periods of history that they have studied. Pupils' knowledge and understanding is deepened because teachers constantly encourage pupils to access a wide range of

primary and secondary sources for their historical information including copies of newspapers, books and the Internet. Such tasks enable pupils to develop well as historical enquirers and they thoroughly enjoy researching about the past and coming up with fascinating facts. In addition pupils also gain a very good awareness of why things happened in the past as they did and that different people might well interpret the same events in history from very differing viewpoints.

70. The quality of teaching and learning is good because teachers make lessons interesting by use of role-play and encouraging pupils to become 'historical' detectives. Lessons are effectively planned and pupils speak of their enjoyment for the subject. Teachers ensure that all pupils are fully included in lessons. Teaching and learning are also enhanced by the good range of visits and visitors that help to bring the subject to life. There is good day-to-day assessment in lessons but the lack of more formal assessment and tracking systems means that there is no guarantee of step-by-step development of knowledge, skills and understanding as pupils move through the school. Teachers develop literacy skills very well in history. There are many opportunities to read and write about the periods studied. Pupils use computers effectively to develop both their historical skills and to develop information and communication technology skills. The management of the subject is satisfactory but not fully developed. The good progress in the improvement in the quality of teaching since the previous inspection has relied upon the individual expertise of teachers and the lack of formal monitoring systems means that there is no guarantee of identifying any areas of strength and for development.

Geography.

The provision for geography is **satisfactory**.

Main strengths and weaknesses.

- Good coverage of topics studied.
- Good use is made of pupils' literacy and research skills.
- Assessment procedures and procedures for monitoring teaching and learning are not yet rigorous enough.
- Pupils' capacity to work collaboratively and independently is good.

Commentary.

71. Standards are at an average level by the end of Year 2 and Year 6 and the achievement of all pupils is satisfactory. Improvement since the last inspection has been satisfactory.
72. Geography, in both key stages, is taught in blocks of time and the scheme of work based on national guidance has been adapted well to the needs of the school. This concentrated period of study allows pupils to cover topics in breadth and depth and in Key Stage 2, to record their learning and research findings in very well presented topic books. By the end of Year 2 pupils have gained a clear insight into the local area and countries further afield such as Mexico. A good start is made in understanding maps using the local roadmap, marking routes to school and utilising maps of the British Isles and the world to mark the journeys of Barnaby Bear. This work is built on further in Key Stage 2 but pupils in Year 6 are not too secure when questioned about capital cities around the world. Their knowledge, understanding and usage of geographical terminology for the topics they have studied, such as rivers, mountains and rainforests is very sound.

73. The quality of teaching and learning is satisfactory with some good features. A particular strength in the quality of teaching is the level of challenge provided by the teachers. They frequently expect pupils to work independently and collaboratively researching information, from books and from the Internet. Pupils respond very positively and apply themselves to the set tasks, often following the line of enquiry at home. This level of motivation and ability for independent study is demonstrated throughout the school. Teachers make good use of geography lessons to practise and reinforce skills taught in the Literacy Hour and make good use of visits and visitors to further enhance pupils' learning and deepen their understanding. Teachers mark the pupils' work effectively, providing lengthy comments at the end of a topic and offering suggestions for improvement. Some self-assessment occurs as pupils write and compare the extent of their knowledge before the topic commences and on completion. Assessment and recording systems to track pupils' progress, however, still require further improvement in order to impact more greatly on how well all pupils achieve.
74. Leadership and management of the subject are satisfactory. The co-ordinators are knowledgeable and has monitored curriculum effectiveness by tracking samples of work through, from the teachers' planning to the pupils' learning, by scrutinising their books but not enough time has yet been allocated for them to more regularly monitor the quality of teaching and learning in the classroom.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS.

Art and design

The provision in art and design is **satisfactory**.

Main strengths and weaknesses.

- Pupils' attitudes are very good.
- Pupils are provided with good opportunities to work with a range of different materials and media.
- Procedures for assessing pupils' attainment and for monitoring teaching and learning are underdeveloped.
- Pupils' recall of the name and works of famous artists is limited.

Commentary.

75. Standards are at an average level by the end of Year 2 and Year 6 and all pupils achieve at a satisfactory level. Satisfactory improvement has been made since the time of the last inspection.
76. Much of the artwork in the school is related to other curriculum areas, especially history and geography and enhances the learning in these other subjects. Pupils throughout the school are provided with good opportunities to explore the possibilities of a variety of media, including paint, charcoal, pastels and crayons, often in conjunction with other materials such as paper, card and fabric to create collage pictures. Younger pupils respond very well to the teacher's suggestions and subsequently provide good ideas of their own. They demonstrate high levels of perseverance for pupils of their age. The quality of teaching and learning is satisfactory with good characteristics across the school. Younger pupils are directly taught how to create watercolour effects, how different brush techniques can create different effects

and produce work that is of at least a satisfactory standard. Pupils' skills are built on in a systematic manner as they move through school. Lessons for the older pupils are also used well to develop their ability to work collaboratively, especially in the collage displays. Displays demonstrate how groups of pupils are able to share ideas and select from a range of materials to create differing textures and effects. Pupils have also experimented to a satisfactory standard with "word art" and "paint brush", on the computer.

77. Pupils speak with enthusiasm about their art and design lessons and describe the satisfactory range of skills they have gained in both, two and three-dimensional work choosing and utilising a variety of materials. The older pupils are, however, lacking in awareness of the work of famous artists and craftspeople and could only recall a limited number of artists whose style they had imitated.
78. Leadership and management of the subject are satisfactory. The co-ordinators have adapted national schemes of work and guidance well to match the topics studied in the school and regularly audits the curriculum, but pupils' work is not formally assessed nor is the teaching and learning monitored in the classroom. This prevents learning and attainment from being stronger.

Design and technology

The provision in design and technology is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 2 and Year 6 and all pupils achieve well.
- The quality of teaching and learning is good.
- Pupils are provided with opportunities to work with a wide range of different materials.
- Procedures for assessing pupils' progress and attainment and for monitoring teaching and learning are underdeveloped.

Commentary

79. Standards by the end of Year 2 and Year 6 are above average. All pupils across the school achieve well in the subject. Improvement has been good since the time of the last inspection.
80. The provision in the subject is good because pupils are provided with a good range of tasks and activities that capture their interest. The good teaching for these pupils puts a good emphasis on the designing and evaluating aspect of the subject as well as the making. Pupils are encouraged to use a wide range of different materials and to join these materials using different fixings. The finished products are of a good standard and there is good evidence of originality. This good start is built on in Years 3-6 where product making becomes more complex and sophisticated. The same emphasis is still put on designing and evaluating and the finished products bear a good resemblance to the original design. Pupils join materials together well when they are making masks, skeletons, and chairs, photograph frames, toys with moving parts and bridges. Some of the finished products were highly inventive, very sturdy and of high quality.
81. Teaching and learning in the subject are good. The teachers provide direct teaching and guidance as to how to go about making different products but teaching is never prescriptive. They provide pupils with a wide range of different materials and talk about

how they can be joined together but give plenty of scope for pupils to experiment and find things out for themselves. Teachers are effective at getting pupils to put their literacy and numeracy skills to good use either through the concise writing of instructions or accurate measuring and purchasing of materials to a set budget to build their intended product. Pupils thoroughly enjoy the making aspect of the subject and there is a real buzz of interest and excitement in lessons but pupils also behave in a mature and sensible manner with a good awareness of health and safety requirements.

82. Leadership and management of the subject are satisfactory. The co-ordinators are knowledgeable and enthusiastic and have a good awareness of the quality of provision in the subject. However procedures for assessing and tracking the progress of different groups of pupils and for monitoring teaching and learning are not sufficiently well developed to have an even better impact on how well pupils achieve.

Music

The provision for music is **good**.

Main strengths and weaknesses.

- Standards are above average by the end of Year 2 and Year 6 and pupils achieve well.
- The teaching and learning are good.
- Assessment procedures and the monitoring of teaching and learning are not as developed as they could be.

Commentary

83. Standards by the end of Year 2 and Year 6 are above average and all pupils achieve well. Improvement has been good since the time of the last inspection.
84. All aspects of the subject are covered in depth as pupils move through the school. The school also provides many opportunities for pupils to learn to play musical instruments and there are extra-curricular activities in music and opportunities for pupils to perform in class, in assemblies and in the wider community. These initiatives do a great deal for pupils' confidence and self-esteem, contribute much to their personal and social development as well as providing an ideal vehicle for furthering pupils' musical skills.
85. By the end of Year 2 pupils sing well, and recognise that different pieces of music evoke different feelings and responses. Pupils listen well to different pieces of music they hear and recognise changes in tempo. By the time that pupils leave school standards are above average and a number of pupils are accomplished musicians. Pupils sing well and have good diction. Pupils play tuned and untuned instruments effectively to accompany different pieces of music. Pupils understand musical terminology well. A minority of pupils read musical notation well. Pupils really enjoy taking part in musical activities and show good levels of confidence when singing or performing to an audience. Good opportunities are provided for pupils to listen to and appraise music from different cultures alongside the chance for pupils to compose their own music. Pupils show more difficulty in recalling the names of many famous composers.
86. Teaching and learning are good. Different elements of the subject are covered well and music is given a good priority within the school. Teachers directly teach specific skills well and for example improvement in the quality of singing can be heard during

the course of a lesson because pupils are guided as to what to do in terms of breathing and phrasing to make their singing better. Teachers use musical terminology well and expect the pupils to use it as well, which they do. Not all teachers are very confident in the subject but what they lack in subject expertise they make up for with enthusiasm which in turn enthuses the pupils and lessons become fun occasions where pupils learn a lot.

87. Leadership and management of the subject are satisfactory and would benefit from more opportunities being given to the co-ordinators to monitor the quality of teaching and learning across the school. Although assessment takes place within the lessons there are no formal procedures in place for assessing and tracking the progress of pupils so that all teachers have a better idea of what pupils can and cannot do.

Physical education

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

Main strengths and weaknesses.

- Standards are above average and pupils achieve well.
 - The quality of teaching and learning is good.
 - Procedures for assessing pupils' progress and monitoring teaching and learning could be better.
88. Standards by the end of Year 2 and Year 6 are above average and all pupils achieve well. There has been good improvement since the time of the last inspection.
89. Standards are good in the subject. Younger pupils have a good awareness of space and move with good levels of poise and elegance. They have a good understanding of the impact of exercise on the body and know that exercise is important for a healthy lifestyle. Standards are just as good for the older pupils in school. Pupils hit a ball with a good degree of accuracy and throw and catch well. Pupils continue to have a good awareness of space when taking part in physical activities indoors. In small games they are good at dodging and marking and pupils are both competitive and sportsmanlike in equal measure. Pupils have a good awareness of how the heart and pulse rate increases after exercise and that physical activity is an important component if you want to live healthily. Swimming standards are good with many pupils able to swim well beyond 25 metres by the time that they leave school.
90. Teaching and learning are good. Teachers are enthusiastic and are effective in the way that they directly teach skills that lead to improvements in pupils' performance. Over the course of the year all elements of the subject are covered in depth. Teachers keep pupils physically active in lessons and use exemplars of pupil performance as a yardstick for the rest of the class. This often leads to improvements in performance of all the class. The very good range of extra-curricular sporting activities and the inter-school sporting competitions and tournaments that the pupils regularly take part in do much to enhance their personal and social development as well as their sporting skills.
91. Leadership and management are satisfactory and could be strengthened if more opportunities were provided for the co-ordinators to monitor teaching and learning and if more formal assessment procedures were in place so that the progress of all pupils could be more easily tracked.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

On the basis of what was seen, provision for this area of the curriculum is **good**.

92. Pupils are provided with good opportunities to express their views and opinions both in class discussions and through the more formal time that is allocated for the pupils' personal, social and health education. The school council provides an excellent way in which the views and opinions of pupils can be heard and acted upon. Pupils are encouraged to take responsibility for a range of tasks around the school and much emphasis is given to the fact that pupils have to take initiative and responsibility for their own learning. Health education is dealt with well through the science curriculum. Discussions with pupils show that they feel that this is a school where their views are listened to and valued. They feel strongly that the school prepares them well for the next stage of their educational lives and for life in a culturally diverse society.

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	3
Overall standards achieved	2
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	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	1
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	3
<i>Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).</i>	