

# INSPECTION REPORT

## **MISTERTON PRIMARY AND NURSERY SCHOOL**

Misterton, Doncaster

LEA area: Nottinghamshire

Unique reference number: 122657

Headteacher: Mr D Herrett

Lead inspector: Mr J Sorsby

Dates of inspection: 12<sup>th</sup> – 15<sup>th</sup> January 2004

Inspection number: 256929

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
Number on roll:	229
School address:	Groveswood Road Misterton Doncaster South Yorkshire
Postcode:	DN10 4EH
Telephone number:	01427 890284
Fax number:	01427 891707
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr P Large
Date of previous inspection:	28 <sup>th</sup> April 1998

## CHARACTERISTICS OF THE SCHOOL

Many of the characteristics of Misterton Primary School are average compared with those of other primary schools. Serving a rural area of North Nottinghamshire, the school is of average size. Almost all pupils are of white British background, only a small number being of other backgrounds. All pupils speak English as their first language. Seventeen and a half per cent of pupils have been identified as having special educational needs, which is average. Three pupils have statements of special educational needs, which is also average. The majority of pupils with special educational needs are dyslexic. Ten per cent of pupils joined or left the school at times other than normal in the past year, which is below average. Class sizes vary from 22 to 33. Overall, pupils' attainment on joining the school is average.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14042	J Sorsby	Lead inspector	
14404	A Rolfe	Lay inspector	
32186	K Hurt	Team inspector	Mathematics Information and communication technology Design and technology Music Religious education Areas of learning for children in the Foundation Stage Provision for pupils with special educational needs
32186	P Spray	Team inspector	English Science Art and design Geography History Physical education

The inspection contractor was:

peakschoolhaus Ltd

BPS Business Centre  
Brake Lane  
Boughton  
Nottinghamshire  
NG22 9HQ

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

This school is providing a **satisfactory** quality of education and is improving rapidly.

#### The school's main strengths and weaknesses are:

- Good teaching and learning resulting in rising standards.
- Good leadership and management well supported by a knowledgeable governing body.
- Pupils' positive attitudes to learning and good behaviour.
- Very good provision for pupils with special educational needs.
- Not all newly introduced procedures fully effective in all classes.
- Inconsistencies in the quality of work by subject leaders.
- Unsatisfactory attendance.

The school declined significantly following the last inspection, but as a result of the work of the new headteacher during the past four terms, it has been rapidly improving. Overall improvement has been satisfactory. The quality of teaching and learning, leadership and management and governance has improved, as have pupils' attitudes and behaviour. The attendance rate has deteriorated, as has provision for pupils' spiritual, social and cultural development. All key issues have been successfully addressed, with the exception of two minor statutory matters referred to later.

### STANDARDS ACHIEVED

#### Year 6 results

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

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

Children in nursery and reception are achieving satisfactorily and, overall, are on course to reach their goals. Pupils in Years 1 and 2 are also achieving satisfactorily, and as in the national tests in 2003, pupils are likely to achieve average standards in reading and writing. In mathematics, pupils achieved well and their standards were above average. Current Year 2 pupils' standards in mathematics are satisfactory. In the national test in 2003 Year 6 pupils underachieved. For these pupils, secure, newly introduced procedures had too little time to affect the quality of teaching they received in English, mathematics and science. Pupils currently in Year 6 are working at standards that are below average in English, mathematics and science. This reflects their underachievement until the end of 2003 and the lack of time for the good teaching seen during the inspection to take effect. New procedures for ensuring that lessons meet individual pupils' needs are being applied well and this is having an immediate effect on learning, which is also good. These pupils' standards were also adversely affected by the disruption caused by the attempted integration of a single pupil, who is no longer attending the school, when they were in Year 5. Significant steps have been taken by the school to help the present Year 6 pupils to catch up, and the prospect is that they will have achieved at least satisfactorily by the time of the 2004 national tests, reaching average standards. Throughout the school, in religious education, history, geography and physical education, standards are in line

with expectations, as they are in information and communications technology (ICT) in Year 2. In Year 6, standards in ICT are above expectations.

**Pupils' personal qualities, including their spiritual, social and cultural development, are satisfactory. Pupils' moral development is good.** Most have good attitudes to learning and behave well. However, attendance rates are unsatisfactory.

## **QUALITY OF EDUCATION**

Following a period of decline, the school is once more providing a **satisfactory** and improving quality of education. Teaching overall is **good** and pupils are learning well. The quality of teaching in the Foundation Stage, while good overall, is variable. The improvement in standards was achieved more quickly in Years 1 to 5 than in Year 6. Consequently, standards are rising, although more slowly in Year 6 than elsewhere in the school. Teachers' planning now takes satisfactory account of the data they collect on pupils, and hence, in most lessons, teaching addresses individual pupils' needs well. In some lessons it does not take sufficient account of the needs of higher attaining pupils. An overall satisfactory curriculum, good in nursery and reception, provides stimulating learning opportunities that match pupils' interests. These are well enriched by the provision of a good range of extra-curricular opportunities and additional and specialised lessons for pupils requiring extra help to reach their potential. Very good provision is made for pupils who have special educational needs and these pupils are achieving well. Pupils receive satisfactory support and guidance to guide their learning. Parents have become strong partners in their children's education, in school and at home. Good links have also been developed with other schools and the community, which enhance pupils' learning. The quality of teaching, planning and the curriculum is effectively monitored by the headteacher and deputy headteacher, but not yet by all subject co-ordinators.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are effective. The newly appointed headteacher and deputy headteacher set a realistic timetable for dealing with well-chosen priorities, that began with solving behaviour issues to create an effective learning environment. Their systematic programme of improvement has taken effect, and the quality of teaching and learning has consequently improved, and standards are rising. The well-informed governing body gives good support to the development and direction of the school. While they carry out most of their statutory responsibilities well, this is not the case in relation to some aspects of the information provided to parents and some aspects of the organisation of health and safety measures. These are technical matters that do not immediately impact on pupils' standards or safety.

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

Overall, parents and pupils are very happy with the school. However, both express concern over the behaviour of a minority of pupils. Inspection evidence demonstrates that while this was an area of weakness, it is now much improved.

## **IMPROVEMENTS NEEDED**

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

- Strengthen the role of subject co-ordinators to ensure their effective monitoring, evaluation and development of teaching, planning and learning outcomes.
- Ensure that the newly improved assessment procedures are consistently used to generate individual pupil targets and that these targets play a central role in teaching and learning, and in particular in challenging higher attaining pupils.

and, to meet statutory requirements:

- Ensure that the governors' annual report contains all statutorily required information.
- Formalise and monitor lines of responsibility for all aspects of health and safety.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

As at the time of the last inspection, throughout the school pupils achieve satisfactorily and their standards are average. In Years 4 and 5 pupils are achieving well. Satisfactory achievement by pupils in Year 6 is a very recent, though secure, development, but their present standards in English, mathematics and science remain below average. Standards in ICT throughout the school are above average.

#### Main strengths and weaknesses

- Good standards in nursery and reception in children's listening and social skills, their relationships and mathematical and personal development.
- Improving standards in English, mathematics and science, especially in Years 4 and 5.
- Pupils achieving well in Years 4 and 5 and satisfactorily in the rest of the school.
- Above expected standards in ICT.
- Good achievement by pupils with special educational needs.
- Present below average standards in Year 6.

#### Commentary

1. Overall, children join the Foundation Stage with satisfactory standards and achieve satisfactorily. Provision for them is good and this is resulting in good achievement in their personal and social development, and in their mathematical and physical skills. Consequently, by the end of the Foundation Stage children achieve all the targets expected for their age, and are likely to exceed the targets in their personal, social, mathematical and physical development.
2. In the National Curriculum tests in 2003 for pupils in Year 2, as can be seen from the following table, pupils exceeded the national average result, marginally in reading but more so in writing and mathematics. This was a significant improvement on the previous year, and reflected the improved quality of teaching based on better use of assessment data. Pupils achieved satisfactorily.

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

Standards in:	School results	National results
reading	15.8 (14.6)	15.7 (15.8)
writing	15.0 (14.3)	14.6 (14.4)
mathematics	17.0 (16.2)	16.3 (16.5)

*There were 33 pupils in the year group. Figures in brackets are for the previous year.*

3. Pupils now in Year 2 are also achieving satisfactorily. Their standards in English, mathematics and science are average for their age and given the good teaching they receive and the good learning that is taking place, the improvement in standards achieved in 2003 over 2002 is continuing. In those other subjects in which sufficient evidence was accumulated to judge standards, namely religious education, history, geography, physical education and ICT, standards are as expected for the age of the pupils.

4. The following table demonstrates that standards in the national tests for Year 6 pupils in 2003 rose slightly in English, fell slightly in science and fell significantly in mathematics from the previous year. In all three subjects they were significantly below the national average results.

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

Standards in:	School results	National results
English	25.6 (25.4)	26.8 (27.0)
mathematics	25.1 (27.2)	26.7 (26.8)
science	27.4 (27.6)	28.6 (28.3)

*There were 31 pupils in the year group. Figures in brackets are for the previous year.*

5. Pupils now in Year 6 had a disrupted start to the current academic year, with a change of teacher at the beginning of January 2004. They are now achieving satisfactorily as a consequence of good teaching. Their good learning seen during the inspection and the plans the school has developed to help them give reason to hope that they will achieve improved results in the 2004 national tests. Their learning is also said to have been severely disrupted while they were in Year 5 by the largely unsuccessful attempts to integrate a disruptive pupil. This problem has been successfully overcome.
6. In religious education, history, geography and physical education, standards in Year 6 are in line with expectations. Standards in ICT are above expectations.
7. Throughout the school the support given to pupils with special educational needs is very good and they achieve well. Their achievement is lagging a little behind the quality of support they receive because of the delay in new procedures having their full effect on learning.

**Pupils’ attitudes, values and other personal qualities**

Pupils’ attitudes and behaviour are **good**. Their spiritual, social and cultural development is satisfactory and their moral development good, making these aspects of personal development **satisfactory** overall. Their attendance is below average and punctuality is satisfactory.

**Main strengths and weaknesses**

- Pupils’ good attitudes and behaviour make a positive contribution to their learning.
- Pupils enjoy school; they have good relationships in the school community.
- Attendance is below the national average.

**Commentary**

8. Pupils’ good attitudes to work make a positive contribution to their learning. Children in the Foundation Stage make satisfactory progress, and almost all pupils are likely to achieve the early learning goals. Teachers promote children’s personal development well. Children quickly adopt the well-established routines of the classrooms and become independent in their day-to-day activities such as finding the equipment they need to complete a task. They learn to follow instructions and are taught the difference between right and wrong. Teachers and other staff are good role models for the children. They encourage them to make friends with one another and to share and play together.
9. Discussions with pupils in all year groups indicate that they have positive attitudes to learning. Almost all pupils say they enjoy coming to school, and identify favourite subjects. A significant number participate in the wide range of extra-curricular activities provided by the school. The majority are interested in what they are doing and take an active part in their learning. They

listen attentively to their teachers' instructions, maintain concentration for appropriate periods of time and make a positive contribution to classroom discussions. For example, in a Year 2 mathematics lesson, pupils were keen to learn and showed obvious enjoyment in the work they were doing, and showed great excitement when the teacher demonstrated a symmetry pattern using paint spots. Most pupils take pride in their work and are keen to talk about their achievements.

10. The behaviour of almost all pupils is good. In the majority of lessons seen behaviour was good and in some it was very good. This has a positive impact on learning. Most pupils are aware of what is and is not acceptable behaviour, have a good understanding of the school rules, like the school's merit system and readily accept the principle of sanctions as an appropriate response to instances of unacceptable behaviour. Before and after school, at breaks and lunchtimes, pupils interact well together. Pupils with special educational needs generally show good attitudes to work and behave well in lessons and around the school. Pupils treat the school's accommodation and equipment with care and respect. There is no evidence of vandalism and there is little or no litter around the school.
11. Bullying is an occasional problem. The school has good anti-bullying procedures that make clear that bullying will not be tolerated. Parents and pupils have indicated that these procedures are effective. Relationships between staff and pupils are good, as are relationships between pupils. These positive relationships promote pupils' social development and make a good contribution to their learning. In the last academic year one boy was permanently excluded and two pupils were subject to a total of four fixed-term exclusions. Inspection of exclusion records indicates that the use of exclusion was appropriate in the circumstances. The governing body has adopted and monitors an effective race relations policy.
12. Overall, the school makes satisfactory provision for pupils' personal development. Pupils' spiritual development is satisfactorily promoted through religious education and the school's personal, social and health educational programme, particularly in circle time. Pupils are encouraged to explore their feelings and emotions and their relationships with friends and family. Spiritual links are also found in subjects such as science and history. The provision for pupils' moral development is good. Pupils have a clear understanding of the difference between right and wrong and are aware of the school's code of conduct that encourages them to be responsible for their own actions and to consider the impact of their actions on others.
13. The provision for pupils' social and cultural development is satisfactory. Pupils are taught to share, help one another and show consideration for others. They work well together in pairs and small groups. The recent introduction of the school council gives pupils opportunities to exercise responsibility and participate in decisions that affect the school community. Pupils' social development is enhanced by a range of educational visits, visitors to the school and the extra-curricular activities provided by the school. In religious education, Hinduism and Islam are studied along with Christianity, effectively promoting the pupils' cultural development through a greater awareness of the beliefs and traditions of other major world faiths. Staff provide appropriate images in displays and in their choice of books and stories, which help pupils understand the multicultural nature of the society in which they live.

## Attendance

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

Authorised absence		Unauthorised absence	
School data	6.3	School data	0.0
National data	5.4	National data	0.4

*The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

14. Overall, attendance is unsatisfactory. Unauthorised absences are broadly in line with national averages. The school monitors registers on a regular basis and contacts parents where attendance is a cause for concern. Most pupils are punctual.
15. Since the last inspection there has been some improvement in pupils' attitudes and behaviour; the provision for pupils' spiritual, moral, social and cultural development has generally been maintained. Attendance levels have declined and are now unsatisfactory.

## Exclusions

### *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	218	3	1
White – any other White background	3	0	0
Mixed – White and Black Caribbean	1	1	0
Mixed – any other mixed background	2	0	0
Asian or Asian British – Indian	5	0	0

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

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

As at the time of the last inspection, the school provides a satisfactory quality of education. Teaching has recently improved and is now good, an improvement since the last inspection. A satisfactory curriculum provides pupils with an appropriate range of learning opportunities and makes special provision for pupils in need of additional help and also for pupils with special educational needs.

### Teaching and learning

The quality of teaching is good and pupils learn well. Significantly improved assessment procedures, recently introduced, are enabling teachers to more accurately identify the learning needs of individual pupils, and most teachers plan well to meet them.

### Main strengths and weaknesses

- Teaching is good overall, but there are inconsistencies in the quality of teaching in the Foundation Stage.
- Good planning by most teachers meets the individual needs of pupils.
- Pupils work hard, and collaborate well in pairs and groups
- Teachers make very good use of skilled and effective teaching assistants.
- Good use is made of homework to extend and reinforce learning.
- In some lessons, insufficient attention is paid to pupils' individual targets
- The modification of work for higher attaining pupils, while present, could be more challenging.
- Some lessons are too long, resulting in a slower than necessary pace to the lesson.

## Commentary

### Summary of teaching observed during the inspection in 41 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6 (15%)	23 (56%)	12 (29%)	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.*

16. Overall, the quality of teaching is good and pupils learn well. Recently introduced procedures have helped to improve the quality of teaching.
17. The quality of teaching in the Foundation Stage, while good overall, is better in reception than in nursery. Children achieve satisfactorily overall, but well in some aspects of their learning. More consistently good teaching would provide children with a firmer basis of learning and help them to start Year 1 with higher standards.
18. Teaching is characterised by good planning and very good use of support staff. Assessment procedures have been recently overhauled. The new procedures, which are much more effective and comprehensive than those they replaced, are taking time to be fully used to best effect in all classes. Consequently, the well-defined personal targets in literacy and numeracy which the new procedures have enabled teachers to produce are more fully taken account of in some classes than in others.
19. The information teachers have from the assessment procedures now enable them to prepare more challenging work for higher attaining pupils, and hence to help these pupils to be consistently and appropriately challenged. However, once again there are variations between classes, and in some the work for higher attaining pupils remains insufficiently challenging and no account is taken of the variation of ability between different higher attaining pupils.
20. Teachers make very good use of the numerous highly skilled teaching assistants. It is largely as a result of this very effective partnership in the classrooms that provision for pupils with special education needs is very good and these pupils make better progress than their classmates.
21. Homework was seen to be set in many lessons, and frequent references were made to past homework in lessons. Homework is being well used to reinforce learning that takes place in school, and to give pupils the opportunity to extend their learning.
22. Some lessons, particularly in literacy and numeracy, are over an hour long. This gives rise in some lessons to a slower pace. Better planning would result in an improved pace and more effective learning.
23. Overall, pupils are well engaged and motivated by lessons. Many spoke of enjoying lessons and finding them fun. In response, they work hard and learn well. The high priority placed on overcoming behaviour problems in the school by the headteacher immediately following his appointment has clearly resulted in a much-improved learning environment in which pupils work hard and collaborate well. A notable feature of lessons is the effectiveness with which pupils work in pairs, solving problems this way on frequent occasions when asked to do so by their teacher.

## The curriculum

The school provides a satisfactory curriculum comprising a range of learning opportunities that meet pupils' interests. The curriculum meets all statutory requirements and those of the locally agreed syllabus for religious education.

### Main strengths and weaknesses

- The curriculum in the Foundation Stage is good.
- Provision for pupils with special educational needs is very good.
- Good learning resources and spacious accommodation support the teaching of the curriculum.
- The curriculum is well enriched by the provision of extra-curricular activities.
- There is no scheme of work for personal, social, health and citizenship education.

### Commentary

24. Overall, the curriculum provided is satisfactory. It meets the requirements of the National Curriculum and those of the locally agreed syllabus for religious education. It is broad, covering all required subjects, and balanced in that each subject receives an appropriate time allocation. Built into the curriculum are appropriate opportunities for additional or specialised lessons to be provided for pupils who require or would particularly benefit from extra time on aspects of their learning, particularly in literacy and numeracy.
25. The curriculum in the Foundation Stage is well planned. It recognises well the particular needs of young children and how best they learn. Consequently there is a good balance between child-initiated activities and more structured learning. Over the course of the two-year Foundation Stage course, children are well prepared for the more structured learning they encounter in Year 1.
26. The provision for pupils with special educational need is very good and meets requirement in full. There are very good systems in place for the early identification of special educational needs, establishing clear targets and providing the most effective support. The highly committed and well-trained learning support assistants work very closely with teachers. They have a good knowledge of what pupils need to work on and expertise in handling some challenging special needs. Their planning and checks on how well pupils are progressing are very thorough. In lessons, pupils are well supported with activities carefully adapted to their needs so that they build their skills alongside others whilst working on their own particular targets. The school receives good support from outside agencies such as the speech therapy service, so that staff have confidence and the necessary skills to support their pupils.
27. For all pupils the curriculum is well enriched with extra-curricular activities and benefits from good use being made of the local environment. Sport plays a particularly strong role in the school and pupils have many opportunities to participate in sport during and outside school time.
28. Because the school is housed in a former secondary school building, pupils benefit from spacious, light and airy classrooms and communal areas, such as the hall with a magnificent stage. The space is put to very good use – for example, for school productions and to provide well-resourced specialist rooms, such as a music room.
29. A minor weakness in the curriculum is the lack of a scheme of work for personal, social, health and citizenship education. Nevertheless, as attested to by pupils' good behaviour, attitudes and moral development, these aspects of pupils' learning are dealt with well by each class teacher in the periods of time allocated for class discussions and personal development instruction. They are further reinforced by whole-school activities, such as the school council and

assemblies. Formal sex education and drug awareness are well provided through the curriculum in subjects such as science.

## Care, guidance and support

This is a caring school, which provides a safe and secure environment where pupils feel happy and secure, and can learn and develop. There are satisfactory procedures relating to child protection but aspects of health and safety require attention. Procedures for pupils' support and guidance are satisfactory. Good quality induction procedures enable children to settle quickly into the school environment. The school actively seeks pupils' views of the school.

## Main strengths and weaknesses

- Relationships between staff and pupils are very positive and help to provide a good standard of pastoral care.
- There are good procedures for the induction of children into the school.
- Although procedures relating to child protection are satisfactory, there is a need to ensure that all staff receive child protection training.
- Some aspects of the management of health and safety are not sufficiently robust.

## Commentary

30. The school is committed to providing a safe working environment for staff and pupils. The health and safety policy meets statutory requirements; the headteacher is responsible for the application of this policy on a day-to-day basis. However, there is some lack of clarity in the lines of responsibility for aspects of risk assessment and the testing of electrical equipment. First aid provision is good, there are sufficient qualified first aiders and good records of accidents and injuries are maintained.
31. Overall, arrangements for child protection are satisfactory. The headteacher is the designated officer and has received appropriate training. The school follows the local child protection procedures and has its own specific policy. However, there has been insufficient recent training of other staff.
32. The good standard of individual care, support and guidance provided for pupils ensures they feel happy, confident and secure. Staff and pupils are well known to each other and interact well both inside and outside the classroom. Pastoral support for pupils is good; pupils feel confident to approach their teachers, should any problems of a personal nature arise, in the knowledge that appropriate support and guidance would be forthcoming. However, the school does not make consistently good use of academic assessment information to guide and support pupils' learning. The school provides very good care and support for pupils with special educational needs, which have a positive impact on their learning.
33. The school has good procedures for the induction of children into the school. Parents are given a wide range of information and guidance about these procedures and how they can help to prepare their children for school life. Parents and children have opportunities to visit the school and meet with their teachers prior to admission. These procedures enable children to settle quickly into the school environment. The school actively seeks pupils' views of the school, mainly through the school council and discussion time in lessons. The school values these views and where practicable takes them into consideration when reviewing policies and procedures. For example, the school council was consulted about the type of play equipment that was to be provided in the playground.
34. Since the last inspection the school has maintained the good standard of pastoral care provided for pupils. There are still weaknesses in the implementation of some aspects of health

and safety and the inclusion of statutory information in the prospectus and the governors' annual report.

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

As at the time of the last inspection, the school has a strong partnership with parents, and good links with the community. These make a positive contribution to pupils' learning. There are good links with other schools.

### **Main strengths and weaknesses**

- Parents' views of the school are good.
- The school has established strong links with parents that make a positive contribution to pupils' learning.
- The school has developed good links with the community.
- There are good links with other schools.
- The governors' annual report does not contain all necessary statutory information.

### **Commentary**

35. Overall, the quality of information given to parents is satisfactory. The school brochure and governors' annual report provide a wide range of information about the school and its activities. However, they do not meet statutory requirements. Regular newsletters, information about the topics their children are studying and letters about specific events ensure that parents are kept up to date about current school activities. Good arrangements exist for parents to meet teachers and discuss their children's progress. Attendance at these meetings is very good. Pupils' annual reports are of good quality. They give clear guidance on pupils' attainment, progress and targets for improvement. There are good arrangements to involve the parents of pupils with special educational needs in the development and review of their children's individual educational plans.
36. Parents' views of the school are good. Virtually all parents are pleased with the progress their children make in their learning, the quality of teaching, the good standard of behaviour and the expectation that their children will work hard. Parents also indicated that their children enjoyed coming to school, that the school is helping pupils to become more responsible and mature and that parents are kept well informed about their children's progress. Evidence from the inspection confirms these positive views of the school.
37. Parents' involvement in their children's learning is good. A significant number of parents help in the school, listening to pupils read, assisting in classrooms and accompanying pupils on school trips. Parents are encouraged to be involved in a wide range of activities designed to assist them to promote their children's learning, including adult literacy, numeracy and computer courses. Parents say that these activities enable them to make a significant contribution to their children's learning. There is an active Home School Association that organises social and fund-raising events; significant amounts of money have been raised to finance additional learning resources. All of these factors have a positive impact on pupils' learning.
38. Parents are fully involved in the arrangements for pupils with special educational needs. The school keeps them well informed about the steps being taken to support their child. Parents attend regular review meetings and are welcomed into school for more informal discussions
39. The school's links with the community are very good and make a significant contribution to pupils' learning. There is a range of visitors to the school, including artists, musicians and theatre companies, who enhance pupils' learning in drama, art and design and music. The school makes good use of the local community: visits to a local museum and library support pupils' learning in art and design and design and technology; local field trips support pupils'

learning in history and geography; and links with the local parish church support pupils' spiritual and cultural development. Links with local sports clubs provide cricket and football coaching in physical education. The school's links with local business support the 'right to read' scheme and provide sponsorship to improve the learning environment.

40. The school's links with other educational establishments are good. Strong links have been established with the local secondary school, to which the majority of pupils transfer. The school has developed good transitional arrangements, including effective liaison between staff and the transfer of information relating to pupils' academic and social skills. Pupils have a full day's induction at the secondary school, when they meet their form tutor and experience a range of lessons. There are good links with local colleges who provide work experience placements in this school. All these activities have a positive impact on pupils' learning.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management by the headteacher and deputy headteacher are good, and they are well supported by a knowledgeable governing body. There are inconsistencies in the quality of leadership and management of various subjects by the subject co-ordinators, resulting in overall satisfactory management. The clear vision of the headteacher coupled with his very good prioritisation of needs in the school and the good quality of teaching are aiding improvements in standards. Despite very good provision for pupils with special educational needs, the severity of those needs among some pupils limits the improvement of standards.

### **Main strengths and weaknesses**

- The good leadership by the headteacher and deputy headteacher, their clarity of vision and appropriate prioritisation of areas to be addressed.
- Strong leadership of literacy, numeracy and special educational needs.
- Good governance.
- The introduction of well-developed procedures, some of which have not yet had time to have their maximum effect.
- Less effective management of some subjects
- The lack of an effective senior management team of an appropriate size through which to share and delegate some of the responsibilities of the headteacher and deputy headteacher.

### **Commentary**

41. The headteacher and deputy headteacher, both of whom are relatively new to the school, complement each other very well and form a very strong partnership, an effective leadership team. Their clarity of vision has been well translated into a well-prioritised school improvement plan. The problems the school faced at the time of their appointment were quickly identified and addressed. Behaviour needed to be sorted out in order to create an environment in which teaching could improve and standards could rise. This has been effectively addressed. Specific teaching difficulties that impacted on standards among older pupils were also identified, and these have been effectively addressed.
42. The school has a strong ethos of inclusivity and is highly valued locally as a school where pupils who are failing in other schools may succeed. This does, however, give rise to problems from time to time.
43. At the time of his appointment the headteacher faced a situation where many fundamental policies and procedures were missing or had fallen into disuse. Foremost among these was the lack of effective assessment of what pupils knew, understood and could do. Consequently, teaching was rather 'hit and miss' in addressing the individual needs of pupils. This has been well addressed, although the newly developed procedures have had insufficient time for all teachers to be using them to best effect. As a consequence of the leadership team's work in

this area and the monitoring and development of teaching, the quality of teaching is now good in almost all classes.

44. There has also been insufficient time for the headteacher to develop a sufficiently large and effective senior management team to be able to delegate some responsibilities that are best shared, or to develop the skills of some teachers in their role as managers of their subjects. Nevertheless, the headteacher and deputy headteacher are a very effective senior management team, and the leadership of literacy, numeracy and special educational needs, which were priorities for development, is strong.
45. The special educational needs co-ordinator provides good leadership and management and is very effective in ensuring that procedures run smoothly. She is very well organised and thorough. Her own skills contribute positively to the very good provision in such aspects as screening for dyslexia. She ensures that resources such as learning support assistants are used effectively so that individual and group activities are well focused to make the best use of the pupils' time.
46. The governance of the school is good. Two areas of statutory responsibility are not being fully met, but these are not immediately affecting pupils' standards or their safety. Indeed, those relating to safety were dealt with as soon as they were brought to the headteacher's attention. Governors have a good understanding of the strengths and weaknesses of the school and play a strong role in shaping the direction of the school.
47. Governors and the headteacher make satisfactory use of the principles of best value, to ensure value for money from the funds available. Funds are well managed and are targeted to those areas that will have most effect on raising standards. The school achieves satisfactory value for money.
48. Since the last inspection, the leadership and management of the school have improved, as has the quality of governance.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	634094	Balance from previous year	48365
Total expenditure	664518	Balance carried forward to the next	17941
Expenditure per pupil	2828		

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

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

49. Children enter the nursery when they are three years old and transfer to the reception class when they are almost five. Their attainment on entry is broadly average, although there is a wide range of ability and need, with many children having below average standards. Entry and transfer arrangements are good. The school has a well-planned process of visits and meetings so that parents are well informed and children settle into school quickly and confidently.
50. Provision is **good**. As at the time of the last inspection, most children reach the goals set for them by the end the Foundation Stage in each area of their learning. Their achievements are satisfactory overall, and in some aspects of personal and social education, and mathematical and physical development their achievements are good. Children with special educational needs do well in both classes. Careful checks, such as screening for dyslexia in the reception class, identify needs well so that very good support starts early.
51. As at the time of the last inspection, teaching is good overall, particularly in the reception class. There are good facilities and resources in both classes and a rich curriculum that engages children's interest very well. Planning is good in the reception class with lessons that are carefully focused on helping children move forward in their learning. There have been significant recent improvements in the planning and arrangements for nursery children. The best planning here is found in the 'focus activity' groups where well-planned activities mean that children are now steadily building their basic skills in numeracy and literacy. The planning for other ongoing activities in the nursery sometimes lacks sufficient detail about what children of different ages and abilities will learn from them. Although the arrangements for checking what children can do are satisfactory, they are in need of further improvement so that the teacher has clear information on which to base her planning.
52. The adults working in the Foundation Stage work together effectively as a team and there is a strong commitment to further improvement. However, the school does not have a designated co-ordinator for the Foundation Stage and, because of this, monitoring arrangements are not as thorough as they might be.

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

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

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

- Children achieve well because teaching is good.
- Children are confident and independent because both classes are well organised.
- Adults set a good example and establish high expectations of social behaviour so that relationships are very good.

#### **Commentary**

53. Good teaching means that children achieve well in this area. They show high levels of interest in activities because teachers make them interesting and use the good resources well. Adults set a good example through their own effective teamwork and relationships. They take a keen interest in the children, praising, encouraging and discussing minor incidents so that children behave well, share and play happily together and their relationships are very good. There are well-understood routines in each class, and regular opportunities for children to choose their own activities. This means that children in the reception class become independent and

confident in moving around the various activity areas. They sustain concentration well in activities such as outdoor play. They are well on track to reach the goals in this area by the time they start in Year 1.

## **COMMUNICATION, LANGUAGE AND LITERACY**

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

### **Main strengths and weaknesses**

- Good teaching helps children achieve well in developing good listening skills.
- Children achieve well in reading because teaching is good and parents provide good support for their children in home reading.
- Some children find it hard to explain what they know because they lack confidence in speaking.

### **Commentary**

54. Teaching in this area is good overall and the majority of children are on target to reach the goals set for them by the time they leave the reception class. Their achievements are satisfactory overall, but in reading and listening their achievements are good. In both classes children want to listen because they are interested in what teachers and others have to say as they encounter the rich and varied range of experiences on offer. Teachers make their explanations and introductions lively. They provide good role models for speaking so that children listen intently and understand. There are good opportunities for discussion with careful questioning that prompts children to explain what they hear. However, although children clearly know what they want to say, they sometimes find it hard to explain themselves fully. More could be done to help them develop confidence and skills in speaking.
55. Whilst teaching is satisfactory in the nursery, it is improving. The new nursery teacher has made significant improvements in the planning of work so that there is a good emphasis on developing the basic skills of reading and writing through direct teaching in focus groups. This is developing aspects such as children's knowledge of letter sounds. In the reception class, regular literacy sessions help children build good spelling and reading skills as they learn to recognise and write the different letters in simple words. Improvements here mean that children now have more opportunities to write through play activities and in group activities with the teacher. Most write their names and some recognisable words independently. Such activities boost their reading skills significantly, too. The strong partnership between home and school makes a good contribution to good achievement here. The teacher sends home reading activities and books together with useful information that helps parents support their children effectively. Children enjoy listening to stories and looking at books. Some children read familiar words confidently and make good attempts at others, using their new knowledge of letter sounds.

## **MATHEMATICAL DEVELOPMENT**

Provision in mathematical development is **good**.

### **Main strengths and weaknesses**

- Children in the reception class exceed the goals in their development of number skills.
- Good teaching helps children achieve well throughout the Foundation Stage.

### **Commentary**

56. Children's achievements are good in this area of learning due to good, thorough teaching in both classes. Regular, carefully planned group work is improving the mathematical skills of

children in the nursery. In these sessions the teacher and nursery assistant use the time well, helping children notice the features of different shapes. Good levels of challenge for the older and more able children mean they begin to recognise and name the features of solid shapes, like the edges and faces of cuboids. Very good teaching in the reception class adapts activities very successfully for the different abilities in the class so that all the children are successfully challenged in their number work. Very good planning and use of questioning, a brisk pace, and effective use of praise bring out the best in all children. Children show very good counting skills and the most able confidently handle larger numbers, such as calculating ten more than 94. This group of older children are already exceeding the goals in their number skills.

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

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

### **Main strengths and weaknesses**

- Good teaching in the reception class means that children develop good skills in shaping and joining materials in their constructions.
- Teachers use resources well and provide a good range of experiences that children enjoy.
- Planning in the nursery does not take sufficient account of the needs of children of different ages and abilities.

### **Commentary**

57. The quality of teaching and children's achievements are satisfactory overall, and good in the reception class. Children are on course to reach the goals in their knowledge and understanding of the world by the time they start Year 1. Children in the nursery enjoy activities such as working with construction toys, play dough and water. They co-operate well as they construct simple models and explore the toys in the water tray. The nursery assistant supervises well and encourages children to talk about their activities. However, the planning of some of these activities does not specify clearly enough how children will extend their existing skills. Because of this, children do not progress as far or as fast as they might, and it makes it hard for adults to target their interventions to move children on. Children achieve well in the reception class where activities have a clear focus. Good teaching with effective planning makes sure that children develop their skills systematically and thoroughly. Clear explanations and opportunities for children to examine a toy Jack-in-the-box meant that children could see how the mechanism worked. They listened and observed intently as the teacher demonstrated and explained thoroughly so they took great care in folding card to produce their own spring mechanism. The teacher encourages children to evaluate the success of their work and to pick out things that do not work so well and improve them.

## **PHYSICAL DEVELOPMENT**

Provision in physical development is **good**.

### **Main strengths and weaknesses**

- Good teaching of skills in the reception class means the children achieve well in controlling small equipment.
- Children enjoy their activities because there are good opportunities and facilities for outdoor play, but the planning for these in the nursery lacks clarity about the way children will extend their skills.

## Commentary

58. The teaching in this area is good overall. Most children are on course to reach the goals in their physical development and sometimes exceed them in aspects such as ball control skills. Overall, their achievement is satisfactory. The school has good facilities and resources for physical development. Each class has its own attractive outdoor area, and access to the large school hall. Teachers make good use of these. When children are allowed to choose, outdoor activities are often their first choice and they use the space well. The teaching is good overall. In the nursery children are challenged to run, crawl, climb, and ride, and show sound control and balance when negotiating a well-prepared obstacle course. Adults supervise well, and this gives confidence to those who are less sure of their skills. More detailed planning would enable those who are supervising to see how such activities can be extended so that, rather than repeating activities too much, children can develop their skills further. Good teaching in the reception class means that children achieve well. Thorough demonstrations and explanations, with ample opportunities to practise, result in them developing good control of small balls. They listen and behave very well. Sometimes, however, the teacher controls activities too closely so that those with even greater skills mark time.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

### Main strengths and weaknesses

- No significant strengths or weaknesses.

## Commentary

59. Children are on target to reach the goals in each aspect of their creative development and their achievements are satisfactory. The teaching is satisfactory overall. In both classes there are suitably planned opportunities for creative development so that children engage in role-play both indoors and outside. Teachers provide good resources to stimulate children's imagination, but children sometimes find it hard to sustain their play or develop it further without adult support. Children in the nursery learn to mix their own paint and experiment with different techniques and media when producing their artwork. Good interventions by the nursery assistant encouraged children to observe the wheels and other features on the police car they were painting, so that their own pictures were more recognisable. Teachers encourage and carefully develop these skills through the good range of experiences they provide, so that older children in the reception class show a sound awareness of colour and shape when producing patterns.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**.

### Main strengths and weaknesses

- Well-planned developments are helping to raise standards.
- Good leadership is leading to improvements in all areas of literacy.
- Detailed planning is supporting good quality teaching and learning.
- Teachers and support staff work very well together to enable pupils to make good progress.
- Pupils display positive attitudes and work well together.
- There have been weaknesses in the curriculum provision for Year 6 up to January 2004.

- Rigorous assessment is needed to inform the next steps in learning and to set appropriate targets, especially for higher attainers.
- Some literacy sessions are too long, resulting in a loss of pace

## Commentary

60. Pupils' achievement is satisfactory. Teaching and learning are good throughout the school, apart from Year 6 where they are satisfactory. The recent improvements in teaching and learning are leading to improved standards and achievement. This has yet to be reflected in results in Year 6. There has been a major focus in the school in order to raise standards in literacy, because of weaknesses identified through the analysis of performance data. Significant factors that resulted in the lower than expected standards at the end of Year 6 in 2003 and below average standards now, have been unsatisfactory teaching, now rectified, and changes of teachers. However, this situation has stabilised and the school is seeing the benefits through much improved teaching and learning. The school has a detailed action plan and as a result the support for and planning of teaching are more effective. Teachers make good use of the National Literacy Strategy and ensure that teaching is driven by learning objectives; this is enabling pupils to make good progress in the majority of year groups. This progress has yet to impact on the Year 6 results. There is evidence of good achievement in Year 2, Year 3 and Year 4.
61. Satisfactory improvement has been made since the time of the last inspection. There is more good teaching and pupils' attitudes to their learning have improved.
62. Standards in reading at the end of Year 2 have risen over the last two years. Pupils have made good progress in Years 3, 4 and 5. For example, in 2001 and 2002 in the Year 6 National Curriculum tests, the present Year 4 and Year 5 pupils were below average in reading but their standards are now in line with national expectations. However, the below average standards in Year 6 in 2003 are still apparent in the present Year 6. The improvements through the school relate to the quality of teaching. There are now many carefully planned activities that enable pupils to make at least satisfactory and often good progress. There are better quality resources being used with a particular emphasis on meeting the needs of boys through the appropriateness of the texts.
63. Teachers use imaginative ways to stimulate pupils' interest. For example, in a Year 3 English lesson, very good use was made of work on 'Myths and Fables' by pupils working from a text on the computer screen during a shared reading session. This work supported skills development and enabled key objectives to be met. There is increasing use made of independent work where pupils are able to use their reading skills for research purposes.
64. Standards in writing are improving because of the detailed programme of action introduced through the improvement plan. Initiatives with regard to sustained and shared writing mean that pupils have time to practise these skills in planned writing opportunities. This enables teachers to establish what pupils can do and what they need to be taught next. Handwriting is improving; for example, in Year 2 the above average and higher attaining pupils' writing is legibly formed and joined. In Year 5 handwriting shows progression. However, the quality of handwriting produced in handwriting books is not always reflected in the presentation of other work. The use of spelling is improving because of the good teaching supported by the 'Spelling Made Easy' programme.
65. Teachers clearly identify what pupils are to learn in lessons. However, tasks are not always matched closely enough to pupils' previous learning because not all teachers make sufficient use of pupils' personal targets for the next steps in learning. A very good example of the use of personal targets was in the Year 2 class, where for a writing task pupils had personal targets on their desk, and referred to them during the activity. The teacher checked pupils' progress against their individual targets during the concluding part of the lesson. Marking is becoming

more informative and teachers provide targets for improvement based on their assessment of pupils' writing.

66. The support staff contribute significantly to the teaching and learning of English. They work very closely with teachers, are clear about their role and provide very good levels of support to small groups of pupils, and especially to those with special educational needs.
67. The subject co-ordinator provides good leadership and has a clear grasp of the strengths and weaknesses of the subject. She is providing the necessary guidance and support in co-ordinating the detailed Literacy Action Plan. The role of the co-ordinator needs to be developed further in the management of the subject with more opportunities to monitor and evaluate the quality of teaching and learning through the school and to evaluate learning progress and achievement against planning.

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

68. Teachers make satisfactory use of literacy across the curriculum throughout the school. For example, there are good links to the history work on Ancient Egypt in Year 4, where pupils use their research skills to record information. This work linked in to the next day's extended writing activity. The co-ordinator has worked with the local education authority consultant to provide cross-curricular opportunities, especially in history and geography, as a focus for extended, sustained writing.

## **MATHEMATICS**

Provision in mathematics is **satisfactory**.

### **Main strengths and weaknesses**

- Standards are below average in Year 6 where there has been some underachievement in the past.
- Standards in the most recent tests for pupils in Year 2 were above average and pupils' achievement was good.
- Pupils with special educational needs achieve well because provision is very good.
- Teaching is now good because effective leadership of the subject has improved the systems for planning and checking how well pupils are doing in mathematics
- The co-ordination of the subject is good.
- Pupils' achievements are not yet as good as they might be because teachers do not use the targets they set for pupils well enough.
- The subject co-ordinator's role in monitoring, evaluating and developing the quality of teaching and learning is in need of development.
- Pupils do not have enough opportunities to use and develop their mathematical skills in other subjects, particularly in aspects such as data handling.

### **Commentary**

69. There has been a significant dip in standards in Year 6 in recent years resulting in standards that were well below average in the most recent tests. Previous disruptions due to staff absences and weak teaching led to some underachievement in Year 6 in 2003. These weaknesses have also affected the present Year 6 so that standards are still below average, with few pupils working at higher levels. Their skills in data handling and in organising their own investigative work are particularly weak. However, in all other year groups satisfactory achievement means that standards are average, as they were when the school was last inspected, and showing signs of improvement. Pupils in Year 2 last year achieved well in the latest tests, and above average numbers reached the higher Level 3 by the end of the year.

Standards in the current Year 2 are average, with satisfactory achievement that reflects the different range of abilities in this year group.

70. Although there have been some weaknesses in the past, the teaching in most lessons is now good. The school is working hard to identify and strengthen the gaps and weak spots in pupils' skills in Year 6. Senior managers and the subject leader have made some significant improvements in the systems for regularly checking what pupils can do. There are clear and higher expectations of how far pupils should move forward in their learning in each year group. Planning systems have been strengthened so that aspects such as measurement and data handling are taught more systematically. Teachers are clear about what pupils need to learn and plan well-focused activities to bring this about. Their introductions and explanations are confident and clear, with good use of questions that check pupils' understanding and ensure that all are concentrating. There are good relationships in all lessons and pupils listen carefully to their teachers and behave well. Teaching of topics is thorough so that pupils remember and use their skills when they face problems. This is raising levels of confidence and pride in their skills, particularly evident in Year 5. In this year group, when faced with a problem, pupils suggested using their recently developed skills in calculating fractions as a strategy, confidently halving fractions with values below one.
71. The recent introduction of improved systems for checking on pupils' attainments and target setting has good potential for speeding up the rate of pupils' learning. Teachers and pupils know what they need to do next, but the recently improved systems are still in their infancy and not yet as effective as they might be. Whilst targets are displayed prominently in each class, they are not yet used successfully as a basis for lesson planning to ensure that activities are pitched at the right level of challenge for all pupils. For instance, the work set is sometimes not pitched high enough for more able pupils. Pupils are sometimes unsure what their mathematics targets are, and there are too few references to them as reminders when teachers mark their work.
72. However, teachers make good use of the targets in pupils' individual education plans when setting work for pupils with special educational needs. Very good teamwork and shared planning enable classroom support staff to supervise them effectively so that they learn the same skills as others, but at a simpler level. As a result, their achievements are good.
73. The mathematics co-ordinator and senior managers provide good leadership for the subject and, with enthusiasm and commitment, are successfully improving the provision. The co-ordinator's role has expanded recently and the impact can be seen in the improvements in the quality of teaching seen. However, her overview of the subject is somewhat restricted because she currently has too few opportunities to monitor lessons or thoroughly check how consistently and successfully new initiatives have been implemented.

### **Mathematics across the curriculum**

74. There is a satisfactory range of opportunities for pupils to develop their mathematics skills in subjects such as science and ICT. However, planning for this aspect is not as detailed as it might be so that opportunities for older pupils to develop and use more complex ways of recording data in graphs and charts are sometimes missed in subjects such as geography.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Recording of pupils' work is neat and accurate.
- Teachers plan for investigational activities on a regular basis.

- Pupils enjoy their science lessons and make good contributions in discussion using their prior knowledge and understanding.
- They work very effectively in partner and small group work.
- The activities do not always sufficiently challenge the higher attaining pupils.
- There is a lack of specific targeting of teaching and learning to ensure that more pupils attain the higher levels at the end of Years 2 and 6.
- The subject co-ordinator does not have sufficient time to monitor standards.

## Commentary

75. Pupils achieve satisfactorily. Teaching and learning are satisfactory, with good teaching in half the classes. The better quality of teaching and learning now in place is ensuring that achievement and standards are satisfactory in Year 2 to Year 5. The very good standards achieved in 2003 in Year 2, in comparison with the national average, were because pupils with special educational needs had a good level of scientific knowledge and understanding and almost all achieved the expected Level 2. Year 6 standards of attainment in 2003 were below the national average and this is likely to be the case in 2004 because of uneven coverage of the various elements of the curriculum. This has now been addressed in other year groups from Year 2 upwards.
76. Satisfactory improvement has been made since the time of the last inspection. There is more good teaching and pupils' attitudes to their learning have improved.
77. Pupils are given opportunities to carry out investigations and enjoy participating in these activities. The range of study has become more interesting with the addition of a new scheme of work providing new ideas for teachers and thus leading to more stimulating learning opportunities. A feature of pupils' work is the neatness and accuracy of recording. Pupils with special educational needs are well supported by teaching assistants so that they can fully participate in the same learning as all other pupils. Their needs are being well met.
78. Teaching and learning are satisfactory, as at the time of the last inspection. There is good teaching taking place in some classes. In these classes teachers have a secure understanding of the subject and plan suitable activities including interesting and thought-provoking investigational activities; for example, in a Year 2 lesson the investigation was to 'Make a simple circuit that makes a bulb light up'. The pupils were well motivated and interested and learned by means of experiment, accurate observation and well-developed listening skills. Pupils have a good understanding of what constitutes a fair test. For example, in a Year 3 lesson on plants, pupils were aware that in order to experiment fairly as to why plants need leaves, each plant had to receive a similar amount of water.
79. Lessons are well organised with resources readily available. Teachers use good questioning techniques to stimulate discussion. In a lesson for older pupils, the use of a previously prepared wall display on what constitutes a healthy lifestyle stimulated debate amongst pupils as to what is meant by a balanced lifestyle. These pupils confidently offered their ideas and could in some cases give detailed explanations about different food types.
80. The subject co-ordinator provides satisfactory leadership and management. She has a sound knowledge of the overall curriculum coverage and monitors termly planning. The introduction of a new scheme of work alongside National Curriculum guidance has provided a more broad and balanced curriculum, leading to increased investigational opportunities. There are insufficient opportunities for the co-ordinator to monitor and evaluate lessons and to monitor learning against planning on a regular basis.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Good teaching by confident and skilled teachers.
- Confident use of ICT by pupils in support of their learning of other subjects, as part of a comprehensive strategy.
- Above expected standards in Years 2 and 6.
- Well-developed curriculum covering all the requirements of the National Curriculum.
- The subject has been well led and managed.

### **Commentary**

81. ICT is a success story for the school. Much improved since the last inspection, the quality of teaching is good, and pupils learn well. They reach above average standards in Years 2 and 6, having achieved well.
82. Teachers, confident in the skills they themselves have acquired, present pupils with exciting learning opportunities that motivate them to succeed. Pupils concentrate well during lessons in the school's well-equipped ICT suite, and, usually working in pairs, practise and develop the skills they are taught. By the time they complete Year 6, pupils are adept at using computers as tools to aid their learning across the curriculum and for the presentation of their work. They have acquired a respect for and understanding of the important role of computers in everyday life, and can program them to carry out simple tasks. Pupils use common software programs, such as those for word-processing and making multi-media presentations with exceptional dexterity and knowledge. Cyberspace is the pupils' second home! The Internet, the use of which is well controlled by the school's policy and safety procedures, is navigated with ease, as pupils readily research topics for their studies in subjects such as science, history, geography and art and design.
83. The subject has been well led and managed by the subject co-ordinator, who left the school very recently. A broad and comprehensive curriculum has been established that meets pupils' learning requirements and their interests in the subject.
84. Standards in ICT and the teaching of the subject have improved since the last inspection.

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

85. Teachers follow detailed guidance provided by the former co-ordinator for ICT and consequently pupils of all ages use some form of ICT to aid their studies in almost every subject. The use of the ICT suite for studying science or art, for example, is a more common occurrence than its use for studying ICT itself. The use of ICT across the curriculum is good and prepares pupils well for the central role computers will play in their ongoing education. The use of ICT across the curriculum has improved significantly since the last inspection.

## HUMANITIES

### Geography and History

Provision in geography and history is **satisfactory**.

#### Main strengths and weaknesses

- Good opportunities are developed to use the local environment and extended visits.
- Good use of visits and visitors into school bring the subjects, particularly history, alive.
- There is good use of ICT in history, for example, to develop pupils' research skills.
- There are insufficient opportunities for the co-ordinators to monitor and evaluate the quality of teaching and learning.

#### Commentary

86. Although the quality of the three lessons observed was good, examination of pupils' past work demonstrates that teaching is satisfactory overall. Consequently, pupils' achieve satisfactorily in history and geography and reach the standards expected for their age by the end of Year 2 and Year 6.
87. By the end of Year 2, having studied a Kenyan village in geography, pupils are able to identify similarities and differences between their own location and the Kenyan village. They have an understanding of, and can identify, key human and physical features in the two locations.
88. In a lesson for older pupils, very good use was made of role-play as pupils 'trained' to be travel agents. This lesson exemplified good reinforcement of literacy skills, very good planning by the teacher, and imaginative stimulation and motivation of pupils as they learned very well to compare and contrast the climates of different regions such as polar and tropical regions.
89. Pupils' ability to compare and contrast was also observed in a history lesson. Pupils worked conscientiously and could talk in detail about their study of life in Ancient Egypt and how people depended on the River Nile. There was evidence of good research skills, using books to support writing about the different jobs Egyptian farmers did. This lesson, which also reinforced pupils' literacy skills, was a good example of history and geography studies supporting each other. In history, good use is made of pupils' ICT skills. They enjoy investigating the topics they are studying through the Internet, and simultaneously improve their ICT skills.
90. Good use is made of visits for every year group to reinforce learning in geography. For example, pupils in Year 6 have visited Wales, strengthening their knowledge of mountains and water.
91. The evidence from pupils' past work in history is that they have a satisfactory understanding of chronological order and a reasonable knowledge and understanding of the events and periods they have covered. History skills of research and investigation are, however, undeveloped in some year groups through the school.
92. The co-ordination of history and geography is satisfactory. However, insufficient time is available for co-ordinators to monitor teaching, standards and learning sufficiently to be able to modify classroom practice.

## Religious education

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Pupils enjoy the subject because teachers make it interesting and relevant. Good use is made of visits to places of worship and good opportunities are provided for pupils to learn about topics at first hand.
- Pupils achieve well in their understanding of topics when there are opportunities for them to discuss their work in pairs and larger groups.
- In Years 3, 4 and 5, pupils extend their writing skills well in purposeful writing activities.
- The systems for checking how well pupils are learning and monitoring the curriculum are underdeveloped so that the school does not have an accurate enough picture of the strengths and gaps in pupils' learning.

### Commentary

93. Standards in Year 2 and Year 6 are at the levels expected in the Nottinghamshire Agreed Syllabus, as they were when the school was last inspected. Throughout the school, pupils' achievements are satisfactory. Broad coverage of topics ensures that pupils gain a secure knowledge of Christianity and other major world faiths, as well as a respect and understanding of what they might learn from each as guiding principles for their own lives.
94. The quality of teaching and learning is satisfactory overall with evidence of good features in some classes. Teachers present facts clearly, using artefacts and reference materials to successfully bring topics to life. Well-managed discussions were a good feature in all the lessons seen. Teachers use questions effectively so that pupils are challenged to explain, interpret and share their feelings with others. Sometimes pupils find it hard to explain fully and more could be done to extend their answers at times.
95. Good teaching of some older pupils makes effective use of purposeful discussions in pairs or small groups. These help pupils to share ideas and think hard about topics, such as what facts would be most useful in a booklet about the local churches for people new to the village. This and other activities successfully boost pupils' literacy skills as they decide on important bullet points to record key information when exploring topics such as the Islamic practice of fasting, or writing a list of questions to ask the ministers in a visit to local churches.
96. Pupils enjoy their visits and remember details about the places they visit well. For example, pupils in Year 2 visited Perlethorpe village where they explored the church and took part in their own improvisation of the Nativity. This did much to boost their appreciation of the wonder of the Nativity. Pupils enjoy their work on other faiths and, at their suggestion, a 'multicultural afternoon' was held in Year 5. Opportunities to take part in dance, dressing in Indian clothes and enjoying different foods prepared by a parent helped them celebrate the diversity of faiths and cultures in the world today. Good use of computers enabled pupils in Year 3 to access a website, find information about Diwali and select designs for a Diwali greeting card. Teaching and learning are less effective when the heavy use of worksheets limits pupils' response to topics, or where the coverage of topics is too thin.
97. The subject co-ordinator provides satisfactory leadership and management of the subject. However, because there have been other more urgent priorities, the subject has not been a focus for development. The co-ordinator has rightly identified as a priority the need to establish a better system for checking pupil's standards and achievement in religious education.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

### Physical education

Provision in physical education is **sound**.

#### Main strengths and weaknesses

- Swimming provision is good.
- Pupils have well-developed games skills.
- A good range of extra-curricular activities successfully supports pupils' skills and achievement.
- Teachers manage pupils well in lessons and pupils show interest and enthusiasm for the subject.
- The curriculum is in need of revision to give greater prominence to dance and gymnastics.

#### Commentary

98. Teaching and learning were good, in the limited range of lessons observed during the inspection. Most pupils achieve in line with national expectations, with some pupils attaining above average expectations in swimming and ball games. Nearly all pupils reach the expected levels of skill in swimming and a significant number achieve beyond the expected level.
99. Two lessons for physical education were observed. In each of the lessons, the teaching and learning were good and standards were satisfactory. In the gymnastics lesson good features involved teacher instructions that led to immediate responses from pupils, who were involved in the activities of linking vigorous exercise to pulse rate as part of their work in science. The lesson demonstrated pupils' well-developed ability to collaborate in developing a sequence of movements.
100. The second lesson observed was a basketball fixture against a visiting school. There was good inclusion with many of the Year 6 pupils having the opportunity to participate. Pupils demonstrated a range of skills including catching, passing, shooting and dribbling. Some displayed good footwork and hand/eye co-ordination. They recognised the importance of finding space and marking opponents. There was evidence of team play, co-operation and sportsmanship. Pupils had a basic understanding of the rules and appreciated the importance of 'Fair play'.
101. The good range of extra-curricular activities is well supported by pupils and includes football – for both boys and girls, netball, cricket and basketball. The school has teams in local school leagues for girls' and boys' football and cricket. Friendly fixtures are arranged for netball and basketball. Each of these sports activities contributes to pupils' achievements and standards. However, the curriculum requires revision to give greater prominence to two aspects of the National Curriculum, dance and gymnastics.
102. There has been satisfactory improvement since the time of the last inspection.
103. The enthusiastic subject co-ordinator is providing sound leadership and management of physical education and is broadening the curriculum in order to raise standards in all areas.

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

Provision in personal, social and health education and citizenship is **satisfactory**.

### **Main strengths and weaknesses**

- The school works hard to help pupils to become mature young people ready for the next stage of their education.
- Through effectively and sensitively delivered sex and relationships education, pupils develop a good understanding of relationships and their value in life.
- Pupils have an awareness of the meaning of citizenship and act as responsible members of the school society.
- There is no personal, social and health education and citizenship scheme of work for teachers to follow.

### **Commentary**

104. The school is successful in helping pupils to develop personally. Healthy living, physically and emotionally, is emphasised through science and physical education lessons, and in teaching about family and relationships in class discussions and through religious education. Pupils learn about their physical and emotional development, as they get older. Sex education is dealt with sensitively in the context of science. Pupils are made aware of the dangers of drug misuse and of healthy life styles and healthy eating, also through the science curriculum.
105. In the absence of a scheme of work to guide teachers, staff carry the additional responsibility of ensuring that all necessary parts of the curriculum are taught. This they do well, but the school is aware of the need to develop a scheme of work to ensure no topics are missed, and of monitoring its use. Assemblies and class discussions are used well to ensure pupils have the opportunity to talk about things that worry them, and that teachers have the opportunity to involve pupils in consideration of issues such as unacceptable behaviour.
106. Pupils develop a sense of community and citizenship through the use of the school council, awareness of school and class rules, and the school's awards and sanctions policy.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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