

INSPECTION REPORT

**SOUTH WILFORD ENDOWED CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY SCHOOL**

Wilford, Nottingham

LEA area: Nottingham

Unique reference number: 122777

Headteacher: Mr. E. Perry

Lead inspector: C.D. Loizou

Dates of inspection: 8 – 11 March 2004

Inspection number: 257514

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	288
School address:	Main Road Wilford Nottingham
Postcode:	NG11 7AL
Telephone number:	0115 9152967
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E-mail address:	headteacher@southwilford.nottingham.sch.uk
Website	www.wilford.org/school
Appropriate authority:	Governing body
Name of chair of governors:	Mr. R. Periam
Date of previous inspection:	27 April 1998

CHARACTERISTICS OF THE SCHOOL

South Wilford Primary is above average in size, with 288 pupils on roll. It is a popular school that admits up to 42 pupils into its Reception classes each year. The children are admitted in September and January each year in the term nearest to their fifth birthday. The children's attainment on entry to the school varies but is average overall. Many pupils live nearby and a significant number travel to school using the school bus or are brought to school by car as they live outside the immediate area. There are 11 classes comprising two Reception classes and nine mixed-age classes. The number of pupils leaving or joining the school at times other than the usual time of admission to Reception or transfer to secondary schools after Year 6 is low compared with most schools. The large majority of pupils are of British white heritage and there are 26 pupils of mixed or minority ethnic community heritage, including a small number of pupils of Indian descent. All of the pupils speak English as their main language. Six per cent of pupils are eligible for free school meals, which is below average. The proportion of pupils with special educational needs (SEN) is well below average (six per cent) and less than one per cent of the pupils has a Statement of SEN, which is also well below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18645	Charalambos Loizou	Lead inspector	Mathematics, Information and communication technology, Music, Physical education
13526	Richard Barnard	Lay inspector	
23566	John Iles	Team inspector	Special educational needs, English, Geography, History
30144	Edgar Hastings	Team inspector	Foundation Stage, Science, Art and design, Design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a **very good** school. The pupils achieve very well because the teaching is very good. The leadership and management of the school are also very good. Standards in English, mathematics and many other subjects are well above national expectations. Pupils grow in confidence in a positive and supportive community. The school is highly committed to its Christian ethos, which informs its excellent curriculum. The school gives very good value for money.

The school's main strengths and weaknesses are:

- Standards are well above average in English and mathematics because the teaching is very good throughout the school
- The pupils achieve very high standards in music, physical education and the creative and expressive arts, including art and design, sport, gymnastics, dance and drama
- The staff work as a highly effective team, led and supported by the inspirational leadership of the headteacher and a team of senior staff who set very high expectations
- The curriculum is excellent and engages the pupils in an extensive range of activities, including extra-curricular activities
- The pupils show excellent attitudes to school and their work and, consequently, parents think very highly of the school and all it does for their children
- Teachers use assessments very well to provide tasks that are matched to the needs and abilities of the pupils
- Target setting is very good overall but could be sharper in science

The school has made very good progress since the last inspection in 1998. Standards have improved in English, mathematics and science and continue to be above or well above those expected in all other subjects including information and communication technology. The quality of teaching has improved and is consistently very good across the school. The accommodation and resources have been improved, including those for children in the Foundation Stage.

STANDARDS ACHIEVED

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

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

The **pupils achieve very well** and standards are well above average by the end of Year 2 and Year 6. Although the results in the national tests were lower in 2003 than in previous years, standards in the work seen during the inspection in English and mathematics were well above average and in science they were above average. Pupils with special educational needs make very good progress.

The children in the Reception year are provided with a very good education and so they achieve very well by the time they start Year 1. Most of the children achieve the early learning goals well before the end of the Reception year. By the end of Year 2, standards are well above average in reading, writing and mathematics. This reflects the 2003 test results, which show that a very high proportion of the Year 2 pupils reached the higher levels in reading and mathematics. In all other subjects,

standards exceed or are well above those expected and the pupils do particularly well in music, physical education and the expressive and performing arts.

The personal development of the pupils is a key strength of the school. There is **excellent provision for the pupils' spiritual, moral, social and cultural development**. Consequently, the pupils think highly of the school and have excellent attitudes to school and learning. Behaviour is also excellent and levels of attendance are very good.

QUALITY OF EDUCATION

The quality of education is very good. The teaching is very good throughout the school and there is excellent teaching in Years 3 to 6. The work is closely matched to the needs and abilities of all the pupils. Teachers have high expectations and make lessons interesting and varied. The pupils respond very positively and try hard. Educational visits, resources and an excellent range of enrichment activities promote learning and engage the pupils.

The school provides a wide range of visits and visitors that enrich the curriculum for all of the pupils. Now that the new building is fully established, accommodation and resources are very good. Very good procedures ensure the safety and well being of the pupils. The 'buddy' system is an excellent initiative that is used very well to encourage the pupils to care for others. Parents think highly of the school and are very well informed about the curriculum and their children's progress. The school is highly committed to its Christian ethos and has close ties with the local church, the faith community it serves and the local community.

LEADERSHIP AND MANAGEMENT

The leadership of the school is very good. Teaching and learning are carefully checked and the governors receive regular reports about the impact that the teaching is having on raising standards. The headteacher and governors have a clear understanding of the school's priorities and are committed to sustaining the school's improvement. There is very good governance. Governors support a highly inclusive curriculum, which helps all pupils, including those with special educational needs and those who have particular gifts or talents, to achieve well. **The management of the school is very good.** The headteacher, staff and governors have developed effective strategies to raise standards and monitor the pupils' performance. The administrative staff work effectively to assist the smooth running of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are very involved in the life and work of the school. The pupils have very good attitudes to school and learning and the school involves them in decision making.

IMPROVEMENTS NEEDED

The school should maintain its pursuit of raising standards of achievement, teaching and learning as well as its excellent curriculum by:

- setting learning targets in science with the same consistency, rigour and accuracy as those seen in English and mathematics.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are well above average in English and mathematics and above average in science. Achievement in all other subjects is good or very good.

Main strengths and weaknesses

- Achievement is very good in English and mathematics and this enables the pupils to do very well in other subjects
- Achievement is good or very good in all of the foundation subjects and extends beyond the National Curriculum to include sport, drama, dance, music and the performing arts
- The children in the Reception year make very good progress and achieve very well
- Literacy and numeracy skills develop very well enabling the pupils to achieve very well in other subjects
- Standards in science are securely above average and rising, but could be higher

Commentary

1. The attainment of children when they first start school is wide ranging and is broadly average. They are provided with a very good start to their education and achieve very well as a result. Nearly all the children reach the early learning goals in all six areas of learning and most do this well before the end of the reception year.

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

Standards in:	School results	National results
Reading	17.1 (16.5)	15.7 (15.8)
Writing	15.7 (15.4)	14.6 (14.4)
Mathematics	17.6 (17.5)	16.3 (16.5)

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

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

Standards in:	School results	National results
English	27.2 (28.8)	26.8 (27.0)
Mathematics	29.7 (29.0)	26.8 (26.7)
Science	28.6 (30.3)	28.6 (28.3)

There were 37 pupils in the year group. Figures in brackets are for the previous year

2. The national test results in 2003 indicate that standards by the end of Year 2 were well above average in reading, mathematics and science and above average in writing. Compared with similar schools, standards were above average overall and have been rising in line with the national trend. The proportion of pupils attaining the higher levels in reading and mathematics was well above the national average and in writing it was above average.
3. The results of the 2003 national tests for Year 6 show well above average standards in mathematics and average standards in English and science. Although the results in 2003 were lower than the previous year in English, the cohort of pupils reached their expected

targets given that a significant number of them had special educational needs on entry to the school. Another reason for the decline in 2003 was that some pupils did not reach the higher level (Level 5) but had made good progress by achieving the expected levels. Consequently, the cohort of pupils in 2003 achieved as well as it was able to in English. The decline was expected and the school met its attainment targets in English. In science the results could have been higher. Overall, standards are rising in line with the national trend and a very high proportion of pupils consistently achieve the higher levels (Level 5) in mathematics, which is a particularly strong feature of the school's teaching.

4. The results of last year's test results have been thoroughly analysed by the senior staff of the school. This is part of the school's continuing strategy to raise standards with targeted support provided for individuals and groups of pupils. Consequently, in English and mathematics, the pupils are grouped by ability and provided with tasks that closely match their needs. To enable pupils to achieve as well as they are able the staff monitor learning targets closely. This year, standards are well above average in English and mathematics, reflecting the sharp and accurate assessments made of the pupils' progress, especially by the end of Year 6. However, the same rigour in the target setting is not always seen in science. This is recognised by the senior management team and plans are already developed to give higher priority to target setting and monitoring of the pupils' performance in science.
5. Throughout the school, the pupils achieve very well in most subjects. Consequently, standards in information and communication technology, art and design, music and physical education are well above those expected. In other subjects, standards are above expectations. The school's strong commitment to the arts, including the expressive and performing arts, results in very high achievement among a significant number of pupils in Years 3 to 6. In music, the pupils do particularly well across the school, with a very large number participating in musical ensembles and choirs. In sport, the school's achievements are outstanding so that standards in physical education are usually well above those expected nationally by the end of Year 2 and Year 6.
6. The pupils with special educational needs achieve very well in relation to their prior attainment. Their progress is carefully tracked and predictions made. Comparisons of national test results from Year 2 through to Year 6 confirm very good progress.

Pupils' attitudes, values and other personal qualities

The pupils show excellent behaviour and attitudes to school and their work. Levels of attendance and punctuality are very good.

Main strengths and weaknesses

- The pupils' enjoyment of activities and love for learning
- The school's high aspirations for every pupil and their success
- The excellent ethos and provision for the pupils' spiritual, moral, social and cultural development
- The pupils' maturity and independence

Commentary

7. Pupils and parents say how much they love their school and all that happens there. The pupils have a thirst for, and enjoyment of, their learning. The pupils' attitudes in lessons are excellent because the school places great emphasis on making learning challenging, interesting and stimulating. All members of staff recognise the talents and gifts of each pupil and provide rich opportunities for them to use and develop them to their full potential. As a result, the pupils concentrate, show interest in their work and try hard to please their teachers. A fine example of this was seen in a wonderfully inspiring introduction to an English lesson for all Year 3 and 4 pupils. The three teachers used the previous day's visit to

Southwell Minster to encourage the pupils to express their feelings through poetry. The pupils talked excitedly about the “stained glass windows”, “booming organ”, “standing transfixed” and “motionless statues”.

8. The school’s high aspirations have a strong impact on the pupils’ achievements in areas such as mathematics, music and sport. For example, the school achieves outstanding success at basketball, with two pupils in the national team honours and the school team consistently one of the top teams in the region, and in football and tennis. Approximately 50 pupils take part in an after-school dance group. The excellent range of extra-curricular activities helps to build high levels of self-esteem, confidence and maturity.
9. The school builds well on the pupils’ positive attitudes through the excellent provision made for their spiritual, moral, social and cultural development based on the strong Christian ethos that permeates the whole curriculum. Consequently, the pupils show excellent maturity as was seen in a Year 5 lesson about racial awareness. The pupils had a very mature appreciation of racial and cultural differences and of how to deal with racism or harassment based on prejudice. The Student Council gives the pupils an outlet for their views on a range of school issues and allows them to organise fund raising events for a range of charities. All the pupils undertake a wide range of responsibilities willingly – a Year 6 ‘monitor’ remarked; “I really love helping the little ones.” Many volunteer as peer supporters, (Buddies) providing excellent support for younger pupils who find it difficult to mix with others and giving them someone they can trust and confide in.
10. Behaviour in lessons, around the school and at playtimes is excellent. This is confirmed by the lack of any exclusions over the last two years. Pupils know right from wrong and what to do if minor squabbles or accidents happen.
11. All school staff have a consistent, positive approach to behaviour management and use praise and rewards to promote good behaviour in lessons. Relationships throughout the school are excellent. Pupils co-operate very well with each other and with adults they are very polite, well mannered and confident when talking to visitors.
12. Attendance is well above the national average. Punctuality is very good. The school has very thorough systems to record and monitor attendance.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.4
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.

Exclusions

There have been no exclusions.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good and enables the pupils to achieve very well. The curriculum is enriched with a broad range of activities in lessons and outside school times.

Teaching and learning

Teaching and learning are very good and teachers use assessment very well in most subjects to plan their lessons.

Main strengths and weaknesses

- Teachers and teaching assistants set high expectations and tasks are well matched to the abilities of the pupils
- There is very good teamwork that results in a consistent and systematic approach across the school
- Assessment is used very well to inform teachers' planning in most subjects but it could be sharper in science
- The pupils work hard because the lessons are made interesting
- The teaching of pupils with special educational needs and those identified with particular aptitudes or talents is very good
- Teaching assistants work effectively as part of the team, often on their own initiative

Commentary

13. The headteacher has established a very effective team approach across the school that allows teachers and support staff to adopt techniques such as team teaching, peer group learning and grouping pupils by ability in English and mathematics. The Foundation Stage staff work closely with those in Years 1 and 2 and so the transition from the Reception year to Year 1 is very smooth. This team approach results in a high degree of consistency in teaching styles and assessments of the pupils are regularly discussed by the staff in each team to ensure that all of the pupils make progress. The teaching is very well organised and managed by the senior management team along with very good support and professional development opportunities as part of the school's pursuit of excellence

Summary of teaching observed during the inspection in 43 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
7 (16%)	24 (56%)	10 (23%)	2 (5%)			

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

14. All the lessons seen in the Reception year were good or very good; the large majority were very good. In Years 1 and 2, the teaching is also very good, particularly that seen in English and mathematics. Nearly all the teaching in Years 3 to 6 is of high quality (very good or excellent). This standard of teaching is having a major impact on achievement across the school. Teachers set challenging learning targets for the pupils, which are understood by the pupils and their parents. Targets are particularly effective in English and mathematics with clear descriptors pasted into books or displayed in classrooms that make it clear what it is that pupils are going to learn in each lesson. This clarity and rigour is not always evident in science.
15. The teaching of pupils with special educational needs is of very good quality. Additional support is very well targeted and the teaching assistants work closely and very effectively with class teachers to meet the specific needs of the pupils. The needs of the pupils are clearly recognised in their individual education plans. These very good quality plans are working documents and set out guidelines for very effective teaching and learning. The pupils' progress is carefully monitored by the special educational needs co-ordinator. A reflection of the effectiveness of the provision is the fact that pupils are removed from the special educational needs register as soon as they are able to cope with the mainstream curriculum.

16. The teaching of literacy and numeracy is very effective. The pupils are taught in classes of similar ability. This helps to target work more closely to their needs and all of the pupils achieve very well. Gifted pupils are also identified and the more able pupils are provided with appropriate extension tasks that enable, for example, many Year 5 and Year 6 pupils to achieve very high standards in mathematics. In addition, talented mathematicians in Year 5 and Year 6 are identified and provided with specialist mathematics lessons. This has resulted in very high levels of achievement in the national tests. The pupils can apply algebraic formulas, or investigate two and three-dimensional shapes at a very advanced level, well in excess of the standards expected.
17. The school is very successful in striking a balance between high academic achievement and achievement in the creative and expressive arts, including sports and games. Music, dance and drama are regular features of the high quality teaching and provision. There is a wide ranging number of activities each day, include instrumental tuition, sports coaching outside school hours, dance classes and high quality art and design, drama and physical education lessons. Teachers and support staff all play an important role in providing this broad range of activities. Recorded evidence of past productions of Shakespeare's 'A Midsummer Night's Dream' and the musical, 'Bugsy Malone' are testimony to the high standards achieved and the highly skilled teaching involved. Musical performances are extensive and include ensembles such as a very competent 'bell-ringing' group and individuals or groups who can play brass, woodwind and string instruments to a very good standard. Sport and games' skills are very well taught in physical education lessons and the pupils are encouraged to participate in competitive and non-competitive activities outside school hours.

The curriculum

The school offers an excellent, innovative curriculum that inspires learning for all groups of pupils.

Main strengths and weaknesses

- The support for all pupils including those with special educational needs and those who are gifted and talented is excellent
- Very effective links across all subjects lead to high quality learning
- Opportunities for enrichment are excellent

Commentary

18. The curriculum is inclusive and meets all of the statutory requirements. Its main strength is the opportunities provided for all the pupils by teachers and support staff to enjoy learning a very broad range of subjects and activities. In addition, the staff ensure that the pupils learn about the local community and the contribution the pupils can make to the locality and to becoming good citizens. There are many opportunities provided by teachers for the pupils to contribute to community events, for example when undertaking musical performances for members of the community and parents. Since the previous inspection links between subjects have strengthened and the teaching of literacy and numeracy across the curriculum is very effective, for example in extended writing in history, in applying their mathematics skills when undertaking research in the local community to identify how best to improve the environment and in science they are challenged to apply their problem solving skills in investigations. The pupils are helped to recognise the relevance of their learning because teachers encourage them to use their initiative and to apply their skills very well with very good links between subjects. The pupils are given time to reflect on what they have learned and to evaluate their work. Across all age groups the pupils have a very good knowledge of their personal strengths and areas of where they need to improve.
19. Resources are made accessible to the pupils, for example, when using computers to access the Internet and the school's excellent web site. There are also very good links with community members, local schools and business partnerships as well as a large number of

educational visits that enhance the range of high quality experiences that make the learning exciting. The high level of enjoyment in learning is achieved through giving the pupils experiences within and beyond the school that are of high quality.

20. Provision for pupils with special educational needs is excellent. Staff ensure that each pupil's achievements are celebrated and that they are able to take a leading role in the aspects of work where they can best demonstrate their strength. The pupils' self-esteem is very high and they know that their contributions are valued.
21. Parents contribute effectively to their children's learning and this partnership helps to extend the curriculum beyond the school day. The impressive range of extra-curricular activities includes sports, dance, bell ringing, art and design, drama and music opportunities. These sessions and clubs are very well attended and lead to recognition in competitions at both local and national levels.
22. The school makes excellent use of the strengths of subject co-ordinators. The school aims to develop the pupils as responsible, caring, enthusiastic, life long learners and has developed a curriculum model that is likely to achieve this.

Care, guidance and support

The school takes very good steps to ensure pupils' care, welfare, health and safety. Very good support, advice and guidance are provided to each pupil. The school involves pupils very well in its work and development.

Main strengths and weaknesses

- The ethos of care is very strong
- The pupils are helped to feel involved in the school and are valued very well
- Child protection procedures and awareness are very good
- The school environment is very secure and safe
- Induction arrangements are good

Commentary

23. All school staff know the pupils very well and every pupil feels valued and cared for. The Student Council is one example of how the school tries to involve the pupils in the day-to-day running of the school. More importantly, the excellent relationship that exists between pupils and all adults ensures that pupils are able to raise issues or concerns openly and knowing that they will be listened to and their ideas acted on. This is backed up very well by the Peer Support system. Close attention is given to health and safety, child protection, fire precautions and first aid. As a Year 6 pupil remarked with characteristic maturity and humour as she locked a gate at the start of the day; "It's to keep people out not to stop us running away!" Parents agree that the school takes very good care of their children. Good induction arrangements ensure the youngest children quickly settle into school and make good progress. Very good assessments of each pupil's personal and social development are backed up by encouragement to pupils to evaluate their own work. Pupils in Year 6 are very confident about their move to secondary school and speak with praise of the help given by the school even though they will be sad to leave.
24. The needs of pupils with special educational needs are well met. Specialist advice and support from a range of outside agencies, including the schools' psychological service and learning support agencies is used to plan their work. Reviews are shared with parents who make significant contributions to their children's individual education plans. Standards in this aspect of the school's work have improved well since the previous inspection.

Partnership with parents, other schools and the community

The school has a very good partnership with parents, which has a positive impact on the pupils' achievements. Links with other schools and the local community helps to enrich the curriculum.

Main strengths and weaknesses

- Parental support is encouraged and used very well by the school
- There are very good links with local church and community and with local schools

Commentary

25. The parents place a high value on their children's education and work in partnership with the school. They ensure their children attend regularly and promptly and encourage them to work hard and learn. Parents support homework by helping their children to read at home and undertaking activities such as research and writing. They provide very good help in the classroom and make a strong financial contribution through the Parents Teacher Association. Parents receive very good information to help them with their children's learning. Reports give very good information on progress and achievements for all subjects including good detail on subjects such as music, physical education and art and design, where the pupils' individual skills are recognised and praised. Targets for improvement are shared at consultation evenings and these are valued highly by parents. Homework diaries are used very effectively to provide a means of two-way communication between home and school.
26. The school makes very good use of the local community for visits and local visitors. The very strong links with the local church contribute to the excellent ethos of the school, which is based on strong Christian values. The school contributes much to the local community; for example, the school hand-bell ringers perform at local events. The partnership with local schools, particularly the secondary schools, ensures the pupils are very well prepared for and confident about their move to secondary school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school, including governance, are very good.

Main strengths and weaknesses

- The headteacher's leadership is excellent and provides a clear vision and direction for the school
- The analysis of performance data is used effectively to provide a steer to the school's work
- The whole staff work together as a team to monitor teaching and learning and the pupils' progress
- The governors have a clear vision
- There is a strong commitment to the Christian ethos and values of the school

Commentary

27. The governors are very supportive and involved in the work of the school and its place in the local community. They work hard to achieve their vision for the school. For example, they have successfully overseen the building programme and made a number of successful teaching appointments all of which have improved the quality of education. The governing body has wide ranging expertise and is well organised. It has a very effective strategic influence on the school improvement plan. Governors work closely with the staff and the community and are very involved in all aspects of the school, including the very successful links the school has with its church and parish, as well as its feeder secondary schools.

28. The headteacher has created a school which strikes an appropriate balance between high academic achievement and the personal development of the pupils. He instils in the pupils a sense of pride in their achievements and has built a very effective team of staff. There is rigorous monitoring of teaching and learning and this has resulted in the consistency in the quality of teaching across the school. Consequently, the school has made very good progress since its last inspection and continues to raise standards as well as providing a rich and interesting curriculum.
29. Subject leadership is very effective. Teamwork and shared responsibility is very much part of the ethos of the school. Leadership and management have improved significantly since the last inspection. There are very good staff development opportunities and they are linked to performance management. The assessment co-ordinator and subject leaders analyse the pupils' performance in national and optional tests. This results in improvements to the curriculum and teachers' planning. The staff are continually striving for improvement and more effective teaching and learning.
30. The special educational needs co-ordinator ensures that the teaching staff and parents are fully aware of pupils' special needs. She provides very good support for staff. She has developed very good working relationships with a range of learning support agencies that provide additional support and advice.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	730,001	Balance from previous year	18,106
Total expenditure	722,153	Balance carried forward to the next	25,954
Expenditure per pupil	2,715		

31. The management of the school's financial resources is very good. The governors take a keen interest in ensuring best value and are prepared to take the difficult decisions to improve the value for money. The school's income includes an annual endowment of approximately £70,000 given to the school by the Carter's Educational Foundation. All of this is spent on additional staff and curriculum provision, for example, the teaching of French and some aspects of music provision and enhancements to the curriculum, such as the use of specialist visitors for music and the performing arts. The endowment is reviewed annually and so the allocation can vary from year to year. The carry forward is to be spent on furniture and on refurbishing new classrooms.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

32. Provision for children in the Reception year is very good. They achieve very well because the teaching is of very good quality, and the curriculum provides a broad range of stimulating activities that meets the needs of all of the children. Children's progress is carefully monitored and detailed assessments are kept. The provision is very well managed and there is high quality teamwork amongst all the staff. They provide excellent role models for the children and have a very clear view of what they want the children to achieve. The new accommodation is well designed to meet the curricular needs of young children, including good access to a purpose built outdoor play area for physical development. The attainment on entry to Reception is average and most children are on course to achieve the early learning goals before they are admitted to Year 1. The small number who will not are mostly from the group of children who have only two terms in Reception, but they are likely to achieve them by the time they are admitted to Year 1. There has been very good progress since the last inspection in all areas of learning.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- The children achieve very well because of the high quality teaching
- Regular routines ensure pupils become secure and this enables them to develop independence quickly
- Relationships are very good and children learn to take turns and to share

Commentary

33. The children are very confident and secure. They are very familiar with the routines and participate in all activities with interest and enthusiasm. On arrival they come in and put their coats, books and bags in the correct place, and sit on the carpet. All reply politely to the register and a special person is chosen each day to carry the register to the office. They learn to take turns and this is reinforced regularly throughout the day in circle time and in the organised activities. In the welcoming session the children confidently share their news or special information and the staff value their contribution and so build up their self-esteem. Relationships are very good and there is an ethos of mutual trust and respect between adults and children. Children concentrate well in activities and engage and help to tidy equipment away at the end of the session. Most of them can dress and undress themselves confidently for physical education.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children have good speaking and listening skills and writing is taught very effectively
- Reading is taught very effectively

Commentary

34. Children enter school with average speaking and listening skills. These are extended and developed very well through regular opportunities to engage in conversation with other children and adults. Teachers provide very good role models of spoken English and the children listen carefully to them. The teachers use vocabulary, ask questions and read a variety of stories and rhymes to develop the children's listening skills. Imaginative play enables the children to use language in a creative way through assuming different roles, as when they play in 'Mrs Lather's Laundry'. Literacy skills are taught purposefully and all aspects are taught in each lesson. Initial letter sounds are taught systematically and reinforced at every opportunity. Children's writing is developing very well because of the many opportunities provided for writing. A scrutiny of their written work indicates that the majority will achieve the early learning goals well before admission to Year 1.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children make very good progress because of the imaginative and effective teaching
- Most children are already exceeding the early learning goals
- Regular opportunities are provided to develop mathematical skills in all areas of learning

Commentary

35. Number knowledge is very well developed. Most children can count to twenty and beyond. They have many opportunities to use their counting skills. Every day they count the number of children present during registration. They can take away the number of children absent. Teachers exploit every opportunity to allow the children to develop their number skills. For example, they can add the spots on dominoes and can work out doubles of 1, 3 and 4. They are provided with interesting tasks including sorting into sets. They create repeating patterns using coloured pegs on the washing line. They have a good understanding of the language of mathematics using 'more than' or 'less than' with confidence, and understanding positional language too, including 'on', 'under' and 'beside'. The scrutiny of children's number books indicates that most of them have already exceeded the early learning goals in number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide range of activities are provided that broaden the children's learning
- Teaching is of high quality in this area

Commentary

36. The children's knowledge and understanding of the world is promoted through a good range of enjoyable topic activities. The children learn about life in the Antarctic and of penguins in particular. They cut out and paint penguins and label the different body parts. Pictures are drawn of the hump-backed whale and sentences written about the famous explorer Captain Scott. The study of shoes enables children to use their knowledge to determine who would wear them and what materials they are made from. For example, they know that a fire fighter's boots need to be strong as well as waterproof and so they are made of leather. Children are making very good progress using computers. Their skills are developing using a mouse to control, point and click, point and drag, read menus and associate links with other parts of programs and safe school websites accessed through the school's own website.

They are developing an understanding of the cultures of others through looking at clothing belonging to Muslim children. The children are well on course to achieve the early learning goals before the end of the Reception year.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children's physical skills and co-ordination are developing well because of the very good quality of teaching

Commentary

37. Children use space well during physical activities in the main hall. They move around at different speeds sensibly avoiding each other, and they follow instructions well. Good ball control is exhibited when they take turns to aim a football at a target with some accuracy showing above average skills for their age. In dance, they link a series of movements together in time to music, including side steps, turns and spins co-ordinating arms and legs well.
38. They play sensibly out of doors, riding tricycles and controlling wheeled vehicles sensibly and confidently. They show good co-ordination using a range of tools, including scissors, and very good control using the computer keyboard and mouse. The majority of the children will achieve the required level before they leave the Reception year.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Well-planned activities ensure children's learning develops well in this area

Commentary

39. Regular opportunities are provided for the children to use paint and a range of media. They have good skills in handling paintbrushes and they produce work of good quality. They know that by mixing different colours together they are able to produce their own shades of colour. Very good teaching ensures the children are able to paint using different techniques to create an effect with different tones of colour.
40. Role-play allows the children to use their imagination and to take on the role of fictional characters from the book Mrs Lather's Laundry and to play imaginatively in the laundry. Children become absorbed in their play and determine the part they will play and the nature of the plot they are to develop through discussion. Most children are clearly well on the way to achieving the early learning goals before admission to Year 1.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH AND FRENCH

Only one Year 3 and 4 **French** lesson was observed; this was of very good quality. All the pupils are taught French from Year 3. French makes a very positive contribution to the pupils' development of speaking and listening and to the curriculum overall.

English

The provision for English is **very good**.

Main strengths and weaknesses

- Pupils achieve very well in speaking, listening, reading and writing
- Teaching is very good across age groups, with excellent examples in Years 3 to 6
- The subject co-ordinators provide excellent leadership
- The links between literacy and other subjects are excellent

Commentary

41. The very good start pupils make in developing their communication, language and literacy skills in the Reception year is built upon very well in Years 1 and 2 because the teaching is consistently of very good quality and takes account of the pupils' prior learning. By the end of Year 2 standards in speaking, listening, reading and writing are well above average. Compared to the average attainment on entry to the school, all groups of pupils achieve very well overall.
42. The 2003 national tests showed standards for Year 6 pupils were average and pupils made steady progress compared with their prior attainment. The dip in 2003 compared with the previous year was due to variations in the proportions of pupils who are more and less able and those with special educational needs. Tracking information and inspection evidence show that in the current Year 6 standards are much higher and pupils achieve very well. Standards by the end of Year 6 are well above those expected nationally. Very good links are established to link literacy across the curriculum and pupils apply their skills and knowledge independently. This approach is supporting the development of reading and writing through meaningful contexts and the practice seen shows the approach is very effective.
43. Pupils use a broad range of descriptive vocabulary and are confident to talk to an audience and share their ideas and opinions. They use interesting words and sequence their ideas logically giving reasons for their views. Very good emphasis is placed on developing communication skills from an early age. Across subjects teachers plan the language to introduce through each subject and ensure pupils use this vocabulary in their own speech and writing. At all stages the staff provide very good role models for the pupils. A high value is placed on drama. This is evident in the range of school performances and opportunities for debate and role-play; for example, pupils in Years 5 and 6 debate the differences and similarities between Athenian and Spartan life in Ancient Greece. The pupils understand how to respond in different situations, for example, when using persuasive language to change opinions. The pupils listen very carefully, recall previous learning in detail and use their knowledge to develop and extend their arguments.
44. The very good teaching seen is characterised by the challenge planned into lessons for different groups of pupils. The pace of lessons is swift and ensures that pupils are consistently highly motivated and engaged. Very good use of questioning ensures that all the pupils take part in debate and use appropriate subject language. Very good speaking skills support writing well. Pupils have a very good knowledge of grammar and together this ensures their work is both interesting and accurate.
45. The pupils love reading and writing. They volunteer to write poetry in their own time and delight in sharing their compositions. Higher ability pupils have a very good knowledge of a range of authors. Year 6 pupils are able to describe the fantasy aspect of Tolkien's 'The Lord

of the Rings' while others prefer the reality portrayed in Jacqueline Wilson's work. The pupils give reasons for their preferences and quote favourite parts of each text. They compare films to books and express disappointment that a favourite element of a book was omitted from the film.

46. Very good emphasis is placed on the teaching of reading. All pupils have a very good knowledge of letter sounds, which they apply well to unknown words. Library skills are very good and support research well. The pupils eagerly access information from reference books and use the Internet to extend their learning. Reading diaries are used very effectively and are monitored well by teachers and support staff. All of the pupils read regularly to adults on a one-to-one basis and families support this practice very well.
47. The pupils with special educational needs are supported very well. Early identification means that needs are supported as soon as possible. Individual education plans are detailed and specify precisely short-term targets and the support needed to ensure success. Teaching assistants provide very good support and ensure the pupils' success. The progress of pupils is monitored weekly and information shared regularly with parents and carers. Planning is modified to take account of development. This approach develops pupils' confidence and self-esteem very effectively.
48. A range of innovative strategies is supporting the development of writing across the curriculum. Pupils explore different genres in literacy lessons and through other subjects decide which style is suited best for their tasks. The presentation of work shows care and writing is neat, joined and legible. Pupils are proud of their final drafts and discuss the stages of planning and refinement as part of the process of behaving as authors.
49. A further feature of very good teaching is the very good match of work to meet the needs of all the pupils. This ensures the consistent motivation of pupils and promotes an understanding of their own progress. Assessment is very good and through oral comments pupils gain early responses which praise and support improvement. Written marking builds well on these comments and indicates precisely what needs to be learned next.
50. The subject leaders provide excellent leadership and manage developments in English very effectively. They provide role models of high quality through their personal practice and thorough subject knowledge. Expectations are very high and systematic monitoring and evaluation of teaching, learning and pupils' work ensure consistency across all age groups.

Language and literacy across the curriculum

51. There are very good examples of pupils' writing across the curriculum. In history the pupils write good accounts of life in war-time Britain. Their writing shows an empathy with the struggles faced by young people. Some pupils express their feelings through poetry and choose this style of writing to reflect their emotions. In design and technology the pupils describe their designs, and evaluate their success, giving reasons why they would make changes if repeating their projects. They understand the importance of labelling diagrams, note taking, letter writing and the accuracy of instructional writing. There are very good examples of the pupils' use of word processing for final display.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- The pupils achieve well above average standards which have been rising consistently and at a fast rate

- The pupils make very good progress and all pupils achieve very well because the teaching is very good with some excellent provision made for those with learning difficulties
- The early identification of gifted and talented pupils enables a significant number to achieve very high standards in mathematics

Commentary

52. The work done in Years 1 and 2 builds well on the very good start made in the Reception year. All the pupils achieve very well because mathematics teaching is very well organised. Assessments are very well used to match the work to the needs and abilities of all of the pupils. The subject is very well led and managed and both subject co-ordinators help and support their colleagues to review and improve provision. The pupils are highly motivated and enjoy their mathematics because teachers inspire in them a love of the subject and set very high expectations.
53. The pupils have a highly developed understanding of numbers, shapes and measures. Highly effective and excellent teaching sets very high expectations, for example, when gifted and talented pupils in Years 5 and 6 are taught by a part-time mathematic specialist each day. In these lessons, the pupils achieve standards that are well above those expected of pupils of a similar age. They are constantly challenged to identify number patterns and to use algebraic methods to solve problems. Throughout the school, the confident use of mental arithmetic by all pupils enables them to quickly calculate number and money problems with ease and enjoyment. Year 1 and 2 pupils apply their very good knowledge of number patterns, for example, odd and even numbers, and extend these to work out calculations quickly using multiples and factors. In Years 3 and 4, the pupils' knowledge of number systems is further extended so they tackle problems involving more advanced multiplication and division. In one lesson, they could quickly identify missing numbers in an arithmetic progression by applying their understanding of number operations; could quickly estimate and predict the likely size of numbers relative to others in a progression; and could work out, using written forms and mentally, multiples of large numbers up to and beyond 1000. By the end of Year 6, the pupils apply methods of mathematical proof to a wide range of problems involving shapes and measures.
54. The quality of teaching is very good with some examples of excellent teaching. Lessons have a fast pace and enjoyable and challenging work for all the pupils. Those with special educational needs in Years 3 and 4 are provided with excellent lessons that provide a breathtaking number of tasks that are closely matched to their needs. For example, solving money problems using interesting and practical resources; using the computer to reinforce their knowledge of numbers; and working in groups to work out problems jointly and then using number operations learned previously to check their answers. More able pupils in Years 3 to 6 are taught to solve problems by applying their thorough knowledge of multiples, factors, fractions and decimals. The consistently effective teaching of problem solving throughout the school results in very high levels of achievement amongst the most talented pupils and very good achievement by all pupils. Year 3 and 4 pupils can solve a challenging timed task requiring them to apply their knowledge of square numbers. The task was made more enjoyable as the pupils used playing cards to match combinations of two numbers. Year 5 and 6 pupils recognise the algebraic significance of Euler's Law when identifying the properties of three-dimensional shapes and then applying a number pattern when counting sides, edges and faces on regular shapes. Teachers mark the pupils work thoroughly and regularly assess how well the pupils are doing. The information is recorded to provide the pupils with appropriate learning targets for improvement. These procedures are very thorough and systematic across the school, reflecting how organised and effective the management of mathematics is in securing the high levels of achievement amongst the large majority of pupils across the school.

Example of outstanding practice

Year 3 and 4 pupils in the lower ability set and those with special educational needs are provided with excellent opportunities to solve number problems using a range of strategies and resources

The teaching is of high quality because the teacher and teaching assistant work together very effectively and provide a large number of tasks that are closely matched to the needs and abilities of the pupils. First, the pupils are encouraged to work in groups to solve money problems. As they succeed with one task the teacher encourages the pupils to choose other more challenging tasks. Consequently, the pupils quickly and regularly transfer to a combination of individual and group activities. They are then helped to use their knowledge of addition and subtraction to work out other more complex money problems using coins and visual prompts in the form of worksheets and illustrations of numbers and coinage. Some pupils choose to participate in a role-play as shopkeeper and customers and make very good progress working out how much change their customers need. Some of the pupils have emotional and behavioural difficulties so the resources are designed to cater for this by offering the pupils stimulating choices, including using computers. In this way they sustain one activity before trying out number problems, say, on the computer or choose to help others in a group to solve some subtraction problems. Excellent teaching techniques and close monitoring of the pupils' progress ensures that all of the pupils are consistently challenged, interested and inspired to do well. The pupils enjoy these lessons and each day they improve their knowledge and understanding of numbers, money, shapes and measures at a pace that is comfortable for them. All of the pupils leave the lessons happy and say that they have worked hard today, and they are right.

Mathematics across the curriculum

55. All year groups use mathematics very well to support the pupils' learning in other subjects. In ICT, for example, spreadsheets, graphs, tables and simple matrices are used to record data and, in the case of spreadsheets, to calculate totals and averages. In geography the pupils record data about populations and other demographic information. Very good use is made of the pupils' knowledge of weights and measures in design and technology as they weigh ingredients before cooking or measure nets when designing food packages or designing slippers.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Above average standards are achieved by Year 2 and Year 6 due to good teaching
- Good attention is paid to investigative science
- The matching of work for pupils of differing abilities is not always consistent throughout the school
- The use of target setting needs to be applied more rigorously to help raise standards further
- Very good leadership and management

Commentary

56. Standards of attainment in science have been maintained since the time of the last inspection. Results in the national tests in 2003 showed an uncharacteristic dip by the end of Year 6, but the inspection evidence indicates that standards are improving and are now above average by Year 2 and Year 6. There are no obvious differences between the attainment of boys and girls. All are achieving well, including those pupils with special educational needs.

57. Lessons are well planned to provide a good level of challenge and to extend pupils' learning. Good quality resources are prepared to enable the pupils to engage in practical investigations, and to develop the skills to plan their own investigations. Teaching and learning are good overall. The pupils show very positive attitudes, interest and the ability to work co-operatively. The science curriculum is broad and provides a very good range of scientific experiences. The match of work for different groups of pupils is not always clear. In the scrutiny of work, the widespread use of worksheets provides opportunities for pupils to record their findings, but occasionally they fail to encourage pupils to use technical vocabulary in their explanations. Generally, work is well presented, and recording is completed in a variety of ways using graphs, diagrams and tables. Teachers provide helpful comments in their marking on how work can be improved and value the pupils' efforts.
58. The subject leader is extremely conscientious and has already had a direct impact on raising standards. Standards are now securely above average and consequently there is very good leadership and management. She has undertaken a number of professional development activities and has provided similar opportunities for staff. She is involved in drawing up the development plan and setting the priorities for improvement. Target setting is not sharp enough to encourage standards to rise. After monitoring last year's performance the weaknesses were identified and the curriculum was revised to take account of these shortcomings. This is already having a positive impact on raising standards. Consequently, there is very good potential for further improvement in science.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are well above expected levels by the end of Year 6 because the teaching is very good
- The subject is very well led and managed and this has resulted in very effective professional development for all the staff across the school
- The pupils enjoy using the school's website and the Internet which ensures safe access to a number of links and programs

Commentary

59. The school has made very good progress since the last inspection, developing and improving the curriculum. From the work that the pupils do in the ICT room and in other subjects, it is clear that standards are well above those expected throughout the school. The pupils achieve very well in most lessons and printed work displayed around the school indicates that the pupils are making very good use of their ICT skills to help their learning in other subjects. The pupils demonstrate very good levels of competence when using their word processing skills and can combine text and graphics to present information or illustrate stories and descriptive accounts with confidence.
60. The pupils achieve very well because the skills they need are taught in all subjects. This was best demonstrated when Year 5 and 6 pupils completed a number of tasks using the school's own website to help them appreciate the potential hazards of Internet access and, in particular, access to chat rooms and e-mail. From an early age in Reception and then extended in Years 1 and 2, the pupils are taught to read menus in programs and follow instructions. They quickly learn to point, drag and click with a mouse to control graphics or to manoeuvre an object around the screen. Year 3 and 4 pupils used a specially adapted program to write a program of instructions to reinforce their knowledge of compass points and directions. The pupils were very adept at programming instructions using 'Turtle Graphics' language such as 'Logo'. Most of the work done in the well equipped computer room involves using the school's website. The headteacher encourages parents, pupils and staff to use the site as it offers safe access to links and programs. The pupils enjoy

accessing the website at home and many do homework tasks or choose to do extra work with parents reflecting a high level of involvement and commitment from the pupils and parents.

61. The teaching is very good. Long term planning is co-ordinated to offer the pupils a very broad and balanced programme of ICT. The skilful support and teaching is a reflection of the very good training that has kept all of the staff up to date with the rapidly improving ICT resources. The teaching is clearly having an impact on pupils' learning so that, for example, the pupils can observe demonstrations of advanced word processing skills or the use of hyperlinks when using the Internet to research information. In this way the pupils learn ICT skills and knowledge beyond their years.
62. There is very good leadership and management of the subject combined with the support and commitment of the headteacher and senior staff. The pupils, teachers, parents and governors have all played an important part in improving resources through fund-raising as well as giving active support, for example, one parent comes into school every week to teach Reception children alongside the class teacher.

Information and communication technology across the curriculum

63. The school makes good use of ICT across a broad range of subjects. There are good examples of ICT being used in art and design, design and technology, geography and history. Very good use is made of digital cameras to demonstrate the school's high levels of achievement in physical education, sport and the creative and expressive arts. The pupils also present imaginative and descriptive accounts using a very good range of word processing skills. The Internet and electronic mailing are used to good effect to help the pupils find information in a broad range of subjects and topics.

HUMANITIES

Two history lessons were observed and discussions held with the subject co-ordinator as well as a scrutiny of pupils' workbooks. No **geography** lessons were observed but the pupils' previous work in geography show that standards are at least above average. Some references to geography are included in the history paragraph below as both subjects are managed by one subject co-ordinator.

History

Provision is **very good** in history.

Main strengths and weaknesses

- Standards of work seen in Years 2 and 6 are above average
- The teaching is very good
- The leadership and management of geography and history are excellent
- There are very good links with literacy

Commentary

64. The standards achieved in history by the end of Year 2 and Year 6 are above national expectations. The curriculum is of very good quality and provides an interesting and stimulating range of experiences which motivate pupils and build upon their experiences. The pupils with special educational needs receive very good support, are fully included in all activities and achieve very well. They receive very good support from teaching assistants and their friends or 'buddies' and work is well matched to meet individual needs.

65. Examples of very good history teaching were seen in Years 5 and 6. The teachers worked as a team and linked art, literacy and history successfully. The pupils learn about the lives of the Ancient Greeks through mask making and drama. Pupils learned the purpose and function of the masks and were encouraged to use subject-specific language. Very good use is made of resources to bring the subject to life, for example paintings of Greek pots, books, and an interesting range of artefacts.
66. The curriculum for both history and geography is based on the QCA schemes of work but adapted to use local resources and places of interest. The pupils in Years 1 and 2 learn how to compare everyday events. They know how to compare the clothes worn by people in the past to those of the current day. The pupils have a good knowledge of their local environment and of community life, for example, when auditing the local buildings in Wilford and looking at the history of local fairs. They compare their environment with that of St. Lucia in the West Indies, explaining the similarities and differences in people's lives.
67. The co-ordinator has very good subject knowledge and supports staff very well. His innovative ideas lead to exciting activities which inspire teaching and learning. He monitors and evaluates the provision very effectively. There are very good links with other subjects and this is supporting work in literacy and numeracy.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

These aspects of the school's work are very strong and are well established features of the school's excellent curriculum. Consequently, the pupils achieve high standards including outstanding achievements in aspects such as dance, music, drama and in sport. Two art and design lessons were observed. In addition, discussions were held with the headteacher and subject leaders as well as a scrutiny of the pupils' completed work this year. Some sessions were observed outside school lessons, including activities such as instrumental music tuition, dance sessions and sporting events or coaching sessions led by staff from outside the school. No lessons were seen in **design and technology** and so it was not possible to make a judgement on the quality of teaching. A scrutiny of displays, photographic evidence and work around the school indicates above average standards. The subject is planned on a two-year cycle to ensure equal coverage for the mixed-age classes. Pupils experience all the processes including designing, making and evaluating, and use a variety of tools and equipment, and produce work of high quality such as Christmas cookie box designs. The pupils achieve high standards in **music**. Although no general or class music lessons were observed, it is clear from school performances and the high proportion of pupils who participate in the orchestra, choirs and ensembles that music is a highly valued and excellent aspect of the school's work.

The school places great emphasis on teaching the performing arts, including music, drama and dance and the majority of pupils develop skills to a high standard. End of term productions, such as a Midsummer Night's Dream, Bugsy Malone and high quality dance performances are regular features of the school's work. The orchestra, choir and an extensive number of musical ensembles are regular features of the school's work. The school has established a well deserved reputation for performing in public, including musical productions performed in the community and in the City of Nottingham's Albert Hall. The dedication and commitment of the music co-ordinator to this aspect of the school's work is testimony to the high level of professionalism demonstrated by the staff of the school. The pupils are rightly proud of their school and its achievements and many past pupils return to the school to help teach music, dance and drama alongside the staff of the school.

Art and design

Provision in art and design is **very good**.

Main strengths and weaknesses

- Very good quality of pupils' art is displayed around the school

- High standards are the result of very good teaching
- The curriculum is of very high quality and has good links with other curriculum areas

Commentary

68. The standards achieved by the end of Year 2 are above those expected nationally and are well above average by the end of Year 6 because the curriculum builds well on those early skills. Overall, standards are well above average. The pupils' skills, knowledge and creativity are evident in the very good work on display in classrooms and around the school.
69. In Years 1 and 2, the pupils investigate different types of materials to find the most suitable for use in weaving. They produce very effective paintings in the style of Georgia O'Keefe in Years 3 and 4. A rainforest topic in Years 5 and 6 enables the pupils to use a variety of techniques to produce striking scenes of the forest using greens, oranges and reds. Still life drawings of coral shells are cleverly converted into three-dimensional shapes. History topics on the Aztecs and the Vikings enable pupils to use a wide range of techniques to produce work of high quality in two and three dimensions. In Years 1 and 2, the pupils learn about the techniques of L. S. Lowry. They know he used dark colours and represented poor people in his paintings. The pupils draw good quality 'match stick' figures in the style of Lowry. Some outstanding teaching and learning was seen in Year 5 and 6 when all of the classes came together to produce moulded face masks linked to the work in history on the Greek theatre. There are other excellent examples of links to science, literature and history.
70. The school is an art rich environment celebrating the very high quality of the art and design provision for all pupils. The subject is a strength of the school because it makes an outstanding contribution to the pupils' aesthetic and cultural understanding as well as building their knowledge, skills and understanding to a high level.

Physical education

Provision in physical education is **very good**.

Main strengths and weaknesses

- The pupils achieve standards that are well above those expected for their age
- The teaching is very good, well organised and provides opportunities for the pupils to improve their performance and to evaluate the performance of others
- The school achieves a high standard of performance in sport, dance and gymnastics and is highly committed to providing an excellent range of extra-curricular activities

Commentary

71. Standards are well above national expectations by the end of Year 6 and a significant number of pupils achieve high standards in sport, gymnastics and dance. The pupils do extremely well in competitive sports and games because the teaching is highly effective, skilled and well organised. Very good opportunities are provided for the pupils to receive a balanced programme of physical education throughout the year. The leadership of the subject is very good and the staff are highly committed to providing the pupils with opportunities to excel. Although no swimming lessons were observed, evidence from records kept about the pupils' performance and achievement shows that swimming lessons are well organised and the pupils get very good opportunities to use the swimming facilities in the local area. In dance and gymnastics lessons the pupils in Years 3, 4, 5 and 6 used a very good range of movement to produce a sequence of body shapes and well improvised movements to music and other prompts. Year 3 and 4 pupils were taught to use a range of balances and to support others when performing a head balance. Games lessons are highly organised so that each class experiences the full range of sports and games during each part of the

school year. Football, tennis and athletics skills are taught very effectively, resulting in high levels of performance amongst a significant proportion of pupils in Years 3 to 6.

72. Extra-curricular activities are extensive and wide-ranging. They include a breathtaking range of sports, games and activities, some of which are considered minority sports, such as fencing and lacrosse. Mini-basketball is taught and coached to a high standard resulting in two pupils this year representing the England national team that participated in a European Tournament in Portugal. Previous records show very high achievement in football. For example, in Spring 2000 a South Wilford player captained Nottingham in the national finals of a seven-a-side football tournament at Wembley in front of a crowd of 30,000 people before the England versus Hungary Under 19 international football match. A large number of pupils in Year 3 to 6 participate in after-school sports and activities. These include dance rehearsals which make a major contribution to the school's musical and drama performances each year. The excellent range of extra-curricular activities supported by the high level of commitment shown by the staff to sport, the performing arts and music provide enrichment for the pupils that extend beyond that normally seen in primary schools. For example, over 50 pupils receive tennis coaching. The activities have a very positive impact on the pupils' attitudes to learning and the school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

One personal, social and health education lesson was seen and this was very good. A specialist visitor was invited to the school as part of the school's programme that teaches racial awareness. The lesson involved role-play and provided excellent opportunities for the pupils to deal with this sensitive issue. Other topics covered include drugs awareness. Pupils experience a highly organised programme of topics and activities that makes a positive contribution to their moral, social and cultural development. An excellent aspect of the school's work is the 'Buddy Programme'.

Example of outstanding practice

The buddy system is particularly effective in helping the pupils develop their personal and social skills and take responsibility for the welfare and care of other more vulnerable pupils.

Older pupils apply to become a buddy to support younger pupils with difficulties. They have an interview with staff and are trained to support their peers against clear objectives and criteria. The high level of success in ensuring the integration of pupils with difficulty reflects the importance placed on including everyone in all aspects of the schools' work and maintaining the strong Christian values that are central to the provision for citizenship. The pupils benefit greatly from the opportunities to give to, and receive support from, each other. They appreciate the importance of the roles they play and the relationships they establish, which bring security and confidence to enable younger children to share their problems and successes. These arrangements help pupils to take pride in the improvements they make to the quality of school life for individuals, groups and the school community as a whole. The behaviour and quality of contributions from pupils with difficulties often show significant improvement. The ethos of the school reflects the impact of this work on personal, social, moral and cultural development. For example, the pupils learn to support others using techniques such as talking quietly and calmly and at times holding a hand and reassuring. All members of staff model these positive strategies for managing difficulty very effectively and, consequently, the pupils learn very important life skills.

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	1
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2
Overall standards achieved	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	1
Attendance	2
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils needs	1
Enrichment of the curriculum, including out-of-school activities	1
Accommodation and resources	2
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	2
The effectiveness of management	2

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