

INSPECTION REPORT

ST PETER'S CE (C) JUNIOR SCHOOL

Ruddington, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122767

Headteacher: Mr P Cast

Lead inspector: Mr A C Jolly

Dates of inspection: 24-26 May 2004

Inspection number: 257939

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Controlled
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
Number on roll:	226
School address:	Ashworth Avenue Ruddington Nottingham Nottinghamshire
Postcode:	NG11 6GB
Telephone number:	0115 974 3303
Fax number:	0115 974 5303
Appropriate authority:	Governing Body
Name of chair of governors:	Mrs S Johnson-Marshall
Date of previous inspection:	18 May 1998

CHARACTERISTICS OF THE SCHOOL

St Peter's Church of England (Voluntary Controlled) Junior School is situated on the northern outskirts of Ruddington, which is a large suburban village south of Nottingham. Pupils come from a range of social backgrounds and the socio-economic profile of the locality is broadly average. Pupils predominantly transfer from one infant school. The school is the same size as most other primary schools. Standards on entry to the school vary from year to year but are generally above average. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils from minority ethnic backgrounds is very low and there are no pupils at an early stage of learning English as an additional language. The percentage of pupils who have special educational needs, and specifically who have statements of special educational need, is below average. These pupils have mainly moderate and specific learning difficulties and social, emotional and behavioural needs. Pupil mobility¹ level is low. The school received the Schools' Achievement Award in 2002. The school's acts of collective worship are inspected separately.

¹ Pupil mobility signifies the number of pupils who start or leave the school at times other than the start of Year 3 or the end of Year 6.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
8750	Mr A C Jolly	Lead inspector	English History Physical education
19342	Mr T Heavey	Lay inspector	
26405	Mrs C Bond	Team inspector	Science Design and technology Music Religious education
19897	Mr A Evans	Team inspector	Mathematics Information and communication technology Art and design Geography Special educational needs Personal, social, health education and citizenship

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school that provides a stimulating learning environment where most pupils achieve as well as can be expected. Standards are above the national average in the key subjects of English and science and well above average in mathematics as a result of consistently good teaching. The leadership and management of the school are good at all levels. The school provides good value for money.

The school's main strengths and weaknesses are:

- The results of the 2003 national tests in Year 6 for English, mathematics and science were much better than similar schools and in English and mathematics, were well above the national average.
- Current standards in mathematics are well above average.
- Current standards in English, science and art and design are above average.
- The provision for pupils with special educational needs is very good.
- The links with parents to guide pupils' learning are ineffective and the homework set is inconsistent across year groups.
- There are very good sporting opportunities.
- The school has excellent accommodation and good resources.

This effective school has made a good improvement since the last inspection. The quality of teaching has improved. All the previous key issues have been addressed satisfactorily. Schemes of work provide a balanced, clear curriculum, which meets statutory requirements. Good use is made of appropriate assessment data to inform curricular planning. The monitoring of the quality of teaching and the curriculum development by staff and governors has improved. Standards are better in art and design and in design and technology, information and communication technology and religious education, so that all statutory requirements are now met. Standards are lower in geography, and music is less emphasised in the life of the school than at the time of the last inspection.

STANDARDS ACHIEVED

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

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

Achievement overall is good. Pupils join the school with standards of attainment that are above average overall and this standard is maintained, and extended further in the national test performance of pupils in the key subjects of English, mathematics and science. The most recent test results show that standards were well above the national average in English and mathematics and above the national average in science. These results are even more impressive when the attainment of the pupils is plotted against their test results four years

earlier. Using this measure, standards were well above average in science and so exceptional in English and mathematics that the A* rating is used in the above table, which represents performance that was in the top five per cent of schools nationally. In 2003, girls performed very well when compared with girls nationally and boys did even better. The more able pupils and pupils with special educational needs achieved well in relation to their prior attainment.

Standards in the current Year 6 are well above average in mathematics and above average in English, science, and art and design. Standards in religious education and all other subjects of the National Curriculum are average by Year 6. It was not possible to judge standards in music but it is clear the subject receives less emphasis than at the time of the last inspection. The school has met its targets for 2003 overall. It has set suitably ambitious targets for the future and is well placed to achieve them.

The provision for the pupils' spiritual, moral, social and cultural development is good overall. The pupils have a positive approach to learning and school life. Their behaviour is good and they have good attitudes to work. Pupils' attendance levels are well above the national average and their punctuality is good.

QUALITY OF EDUCATION

The quality of education is good. The quality of teaching and learning are good throughout the school. Effective planning and well-focused teaching, particularly in the key aspects of literacy and numeracy, ensure that the pupils' learning advances beyond what would be expected from their prior attainment. Homework arrangements are inconsistent, however. There is a good, balanced curriculum to stimulate pupils and ensure their learning needs are supported well. Pupils are well cared for and fostered by the positive ethos and wide variety of opportunities that are provided. Links with parents and other schools are satisfactory. Links with the community are good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The headteacher provides good leadership to the whole school, imbued with strong, positive ideals and a commitment to meet the needs of all pupils. He receives good support from key staff and from the governing body. The school operates as an orderly, well-managed community.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The parents are very positive about the school and are appreciative of the good progress their children make and the opportunities offered to them. They agree the teaching is good and their children are encouraged to become mature and independent. A significant minority, however, are critical of the communication from school and the uneven nature of homework between the year groups. The pupils like the school and their teachers very much. They are conscious of the stimulating environment and the excellent accommodation. They enjoy the wide range of sporting activities offered to them.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- to improve the regular channels of communication with the home to guide pupils' learning and to provide homework in a consistent and measured way.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

The pupils' achievement is **good** throughout the school. Standards are well above average in mathematics and above average in English and science in Year 6.

Main strengths and weaknesses

- The school's performance in the 2003 national tests for Year 6 was well above the national average in English and mathematics.
- The school's performance in the 2003 national tests in science for Year 6 was above the national average.
- The oldest pupils' performance, when measured against their prior attainment, was excellent in all three subjects in the 2003 national tests, confirming that pupils of all abilities performed to their potential.
- Standards have improved since the last inspection in art and design, design and technology, information and communication technology and religious education.
- Although standards are satisfactory in geography, they have declined since the last inspection.

Commentary

1. Standards in the 2003 national tests taken at the end of Year 6 were very impressive and reflect sustained progress made in the school. Above average standards have been maintained in science and there has been a sustained improvement in English and mathematics from 2001-2003. When compared with their prior attainment, the percentage of pupils attaining the expected Level 4 was well above average in English and mathematics and average in science. Able pupils performed outstandingly. The percentage attaining the higher Level 5 was well above average in science and the large percentage attaining this level in English and mathematics was instrumental in placing the school in the top five per cent of all schools in the country for those two subjects.

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

Standards in:	School results	National results
English	29.9 (27.9)	26.8 (27.0)
mathematics	29.8 (28.7)	26.8 (26.7)
science	30.0 (30.1)	28.6 (28.3)

There were 65 pupils the year group. Figures in brackets are for the previous year

2. The test performance of the school is outstanding. It provides very good educational value added compared to most other schools and does very well when compared to similar schools. Although boys performed exceptionally well, girls' performance was also better than other girls nationally. The pupils are prepared extremely thoroughly for the national tests in Year 6, which contributes significantly towards the excellent results.
3. The standard of work in the current Year 6 is well above average in mathematics, where pupils of all abilities are achieving to their potential because their varying needs are

addressed particularly well. In English and science, standards in the current Year 6 are above average. Standards of literacy are good and in numeracy are very good as there is effective teaching of basic skills in all classes.

4. In art and design, standards are above average, which reflects a significant improvement since the last inspection. Standards have also improved in design and technology, information and communication technology and religious education, so that they are all average by Year 6, and fulfil statutory requirements. The school has worked hard to remedy the shortcomings identified in the last report, specifically by introducing a more balanced curriculum and ensuring more consistent, effective subject leadership and clearer systems for assessing pupils' progress. Standards are average in all other subjects. This represents a decline in standards in geography since the last inspection. It was not possible to observe music lessons, but the subject is not as prominent as at the time of the last inspection.
5. The very few pupils from minority ethnic backgrounds make good progress. The pupils with special educational needs benefit from the very good provision in the school to make good progress. This reflects an improvement since the last report. The pupils' attainment on entry to the school is above average and they make significant progress to maintain this standard. They are predominantly working to their capacity and attaining the standards that would be expected of them. All pupils achieve well and benefit from effective systems to measure their attainment and set individual targets. The school has set suitably ambitious targets for the future and is well placed to achieve them.

Pupils' attitudes, values and other personal qualities

Pupils' behaviour is **good**, and they display **positive** attitudes to school. Attendance is **very good**. Punctuality is good. The school makes **good** provision for pupils' personal development. There is good provision overall for the pupils' spiritual, moral, social and cultural development. This all reflects the findings of the last inspection.

Main strengths and weaknesses

- Pupils' great enthusiasm for school is reflected in their very good attendance.
- The school community is very orderly in line with its strong Christian ethos.
- The school helps pupils to develop a caring and responsible attitude.
- There is good provision for the pupils' spiritual, moral, social and cultural development.

Commentary

6. The declaration by the great majority of pupils that they enjoy coming to school is supported by 93 per cent of parents responding by questionnaire. The pupils start arriving in the school grounds early and at the sound of the bell they are all waiting eagerly to be allowed to enter the school. They show good levels of interest in lessons, they are keen to answer questions and show good levels of sustained concentration when working alone or with others. Their enthusiasm spills over beyond the classroom into the many extra-curricular sporting activities promoted by the school.
7. The provision for pupils' spiritual, moral and social development is good overall. As well as demonstrating their concern for society's disadvantaged people, pupils are encouraged to develop an appreciation of nature and wildlife. Aided by the school's

semi-rural location, its own situation in parkland setting and by the personal interest and expertise of the headteacher, pupils show a good deal of interest in the world of nature. Such an interest is helping pupils to develop a sense of responsibility and stewardship for the world in which they live. The school curriculum affords many opportunities for pupils to develop an understanding of traditional western culture. There are satisfactory examples of the promotion of multi-cultural understanding through religious education and displays around the school highlight other religious faiths and their beliefs. Pupils have also been on trips to non-Christian places of worship, which have extended their knowledge of different religious faiths.

8. Through its simple behaviour code the school sets high ethical standards for pupils to pursue. The staff team lead by example, while the headteacher works tirelessly to show pupils that everyone in the school matters. Daily assemblies promote the values of kindness and justice. Pupils are taught to reflect on their actions. In the more intimate setting of class discussion, pupils are given the opportunity to express their views and teachers reinforce the messages of tolerance and respect for others. In response, the pupils behave well, both in class and beyond the classroom. Playtimes are noisy but harmonious and well supervised. A significant minority of parents raised concern about harassment and bullying. This is not substantiated by evidence or by discussions with pupils during the inspection. There have been no exclusions.
9. The school provides many opportunities for pupils to exercise choice and to act responsibly. The messages of assembly and circle time are implemented in the many spontaneous acts of kindness. In the more formal setting of the school council, pupils learn the process of democracy by representing the interests of their class. In the community beyond the school they demonstrate their concern for the disadvantaged in society by raising considerable sums of money for various charities of their own choice. Involvement in such activities helps to prepare the pupils to take their place in society as citizens of tomorrow.
10. The school's very good attendance record, supported by good punctuality, continues to be within the top 10 per cent of the country's schools. This achievement reflects the continued effectiveness of the school's procedures and its high expectations of pupils and their families. Parents play their part, ensuring that their children attend school regularly and in good time, and pupils play their part by complying fully with the wishes of school and parents. The registration process complies fully with legal requirements.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.4
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**, which is an improvement since the last inspection.

Teaching and learning

Teaching and learning are **good**, which is an improvement since the last inspection. Assessment remains **good** overall.

Main strengths and weaknesses

- Lesson objectives are clear and this helps the pupils to evaluate their work at the end of lessons.
- Homework is inconsistent.
- Teachers have good subject knowledge and plan lessons well.
- Teachers have a good rapport with, and knowledge of, pupils and there are good systems for assessing pupils' progress that are used well to set individual targets.

Commentary

11. Twice as many lessons are good or better than at the time of the previous inspection. No lessons are unsatisfactory which contrasts with the one in six unsatisfactory lessons found in the previous inspection report. The teaching of literacy is good and the teaching of numeracy is very good. This plays an important part in the pupils' learning of their basic skills of punctuation, grammar and understanding of number. The best mathematics teaching is characterised by a highly effective focus on developing pupils' mental mathematic skills through a wide range of strategies. The quality of support for pupils with special educational needs remains good and teaching assistants are used effectively during the main activity part of lessons to aid the pupils' learning and to ensure they make good progress.
12. Tasks are well matched to the learning needs of different pupils so that pupils of all abilities achieve well. The work is invariably challenging for able pupils, who respond well to the demands made of them. The systems for assessing pupils' progress are good and better use is now made of the information gained to highlight areas of weakness in learning and to set the pupils individual targets for improvement. This is particularly strong in English and mathematics and has a direct impact on the good and very good achievement in those subjects. The marking of pupils' work is consistently good, with regular, constructive comments on how to improve.
13. The teachers have good subject knowledge of the whole curriculum and planning is consistently good. This is an improvement on the findings of the last inspection. The teachers have a good rapport with the pupils and manage their behaviour consistently well, which stimulates a good ethos for learning and helps with motivation.
14. Most lessons proceed with a good pace and purpose but time is not always used efficiently as some lessons and assemblies over-run. Parents reported at their meeting that children are often delayed at the end of the afternoon session. A significant minority of parents expressed dissatisfaction with homework arrangements. Pupils share this view and report that the amount of work varies considerably between year groups and is particularly inconsistent in Year 6. Great demands are made of the Year 6 pupils, particularly in mathematics and science, for several weeks prior to, and in preparation for, the national tests.

Summary of teaching observed during the inspection in 33 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7 (21%)	19 (58%)	7(21%)	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.

The curriculum

The school offers a **good**, balanced curriculum, which provides a wide range of worthwhile learning opportunities. The accommodation is **excellent** and resources are **good**. This is an improvement from the last inspection.

Main strengths and weaknesses

- Curricular planning and balance have improved since the previous inspection.
- Provision for pupils with special educational needs is very good.
- There is a very wide range of sports clubs.

Commentary

15. Although there is an emphasis on the teaching of English and mathematics, the school offers a broad curriculum, with a strong focus on art and design and environmental studies, which has resulted in a more balanced curriculum than at the time of the last inspection. A quarter of the pupils take advantage of opportunities for instrumental music tuition and many of them go on to perform in the county youth orchestra. There are clear schemes of work for all subjects to fulfil the requirements of the National Curriculum, which is an improvement from the last inspection. Planning is securely based on national guidelines, adapted to meet the school's needs. The teachers plan carefully for the work which the pupils will do each term and each week. Religious education meets the requirements of the locally agreed syllabus. Total weekly teaching time is now in line with national recommendations for pupils of this age.
16. The school reviews the curriculum regularly. It seeks to develop the curriculum through innovation and by taking part in national initiatives such as 'Healthy Living and Learning'. It promotes links between subjects wherever possible and there are good opportunities for pupils to use their literacy, numeracy and information and communication technology skills across the curriculum, which has resulted in improved progress.
17. There is very good provision for pupils with special educational needs which has resulted in good, improved progress since the last inspection. Good quality individual education plans are drawn up for pupils who are experiencing difficulties with work or behaviour. These plans include clear, achievable targets and the resources and strategies that will enable the pupils to progress towards them.
18. The curriculum is enriched by a wide range of extra-curricular activities, which allows the pupils to pursue their interests and talents outside lessons. These include art, French, dance, cheerleaders and recorders. There is a particularly wide range of sports clubs on offer. The school has recently been very successful in area football, tennis, athletics, orienteering and cross-country running tournaments. The teachers enrich learning by organising a wide range of worthwhile school visits to places such as the Black Country Museum, Nottingham Castle and Museum, Rufford Abbey and Nottingham's Gurdwara. Pupils in Years 5 and 6 have the opportunity to participate in residential visits to the Peak District and Whitby, which enhances their experience. The pupils also benefit from the expertise of visitors, including police, musicians, dancers and history re-enactment groups.
19. There are sufficient teachers, with a wide range of experience and expertise, to meet the requirements of the National Curriculum. Teaching assistants provide effective support. Non-teaching staff contribute well to the daily running of the school. The accommodation is excellent, with spacious classrooms and additional rooms for resources and group work. Strengths include the information and communication technology suite, a large hall, a separate dining room, a specialist art and craft room and a studio/ television room. The reference library, though small in size, is easily accessible and contains a good range of non-fiction books. Outside, there are extensive playgrounds and sports fields. There are plenty of resources to support teaching and learning in all subjects. There has been particularly good improvement since the previous inspection in resources available for the teaching of information and communication technology. The excellent accommodation and good resources have ensured good learning opportunities can be provided.

Care, guidance and support

The school's **strong** caring ethos is reflected in the high standards of health, safety, and personal guidance that help pupils to feel safe, and to grow in self-esteem. The school makes **satisfactory** provision for seeking, valuing and acting on the views of pupils. This reflects the findings of the last inspection

Main strengths and weaknesses

- There are sensitive arrangements for pupils' care and well being.
- The school's intimate knowledge of each individual ensures effective monitoring and support.
- Some Year 6 pupils are made anxious by the homework demands placed on them before national tests.

Commentary

20. The main features of the school's care provision are the detailed and effective arrangements for maintaining pupils' health and safety. Statutory requirements are met and stringent security arrangements make pupils feel safe and cared for. The designated child protection officer is well trained and experienced. The officer ensures that all adults in the school receive updated information, and that they maintain a high level of alertness. All members of staff are trained in first aid and the co-ordinator ensures that proper records are maintained. The resultant climate of well-being makes a good contribution to pupils' learning.
21. The school knows its pupils well and makes effective arrangements for tracking their academic and personal progress in line with its caring Christian ethos. Individual needs are assessed and targeted. However, some Year 6 pupils reported anxiety about the homework demands before national tests, which reflected the views of some parents at their meeting. Proper records are maintained and updated and pupils demonstrate that they feel confident in approaching known adults in the school for advice and support. The headteacher operates an open door policy, and several pupils were seen to make good use of this facility. The knowledge that they are cared for helps pupils to grow in confidence and self esteem, and thus contributes to their all round education.

Partnership with parents, other schools and the community

The school maintains **satisfactory** links with parents and with other schools and colleges, while its links with the community are **good**.

Main strengths and weaknesses

- There are productive relationships with local churches of different faiths.
- Communications with parents do not sufficiently encourage and support them to be fully involved in the education of their children.

Commentary

22. Ministers from several churches have taken the daily assembly and pupils have undertaken educational visits to places of worship, such as a synagogue and a temple. In this way, they are introduced to different religions and cultures that contribute to their all-round education as members of a caring community.
23. Parents contribute to their children's education by ensuring their regular attendance. Some parents take an even more active part by helping in the classroom, or with educational or sporting activities. Others support the school through the activities of the 'Friends of St Peter's'. Parents responding to the questionnaire indicated their full approval on almost every aspect of the school's provision for their children. On the matter of communication with parents, however, and in particular relating to homework, a significant minority expressed some dissatisfaction and the inspection team shares the concerns. Although reading logs are used well, parents suggest that if they are to make a worthwhile contribution to the education of their children they should be better informed about what their children need to work on and should be consulted on matters such as homework. They point to inconsistencies in the allocation of homework across the school. While the homework policy is clear and

comprehensive, it is interpreted and applied in different ways by different teachers, causing some confusion for parents.

24. Parents of pupils with special educational needs are kept fully informed of the targets set for their children and of their progress. They are invited to the regular reviews of their children's individual education plans and they are involved in the setting of new targets. Meetings with parents are held regularly to discuss pupils' progress. Both the annual reports and the pupils' own self-evaluation reports, which are sent home, contain useful targets for future improvement. The arrangements for pupils' joining the school in Year 3 and links with other schools are satisfactory. There are good links with the community of Ruddington. This reflects the findings of the last inspection.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are all **good**. This is an improvement overall on the findings of the last inspection.

Main strengths and weaknesses

- The good leadership of the headteacher is characterised by idealism and clear sighted commitment to the pupils' best interests.
- Key members of staff give valuable support.
- The governing body is effective and purposeful.
- The school's resources and finances are well managed.
- Curriculum leaders fulfil their role effectively.
- A few policies are not implemented consistently.

Commentary

25. The headteacher provides good leadership to the school community. He has a very clear vision of education and high aspirations for the pupils. He has created an ethos where all pupils are welcomed, whatever their gender or ethnic background, and has introduced a clear race equality policy, which is effectively translated into consistent practice. Good provision is made for pupils of all abilities. The headteacher has motivated the staff to work very effectively as a harmonious and competent team. He receives good support from the senior teachers, particularly with regard to assessment and the provision for pupils with special educational needs. Co-ordination of special educational needs provision is very good which has ensured improved provision since the last inspection. The co-ordinator liaises closely with class teachers in the drawing up of pupils' individual education plans and with relevant outside agencies. There is good liaison with special educational needs staff in the local secondary school, which helps when these pupils transfer.
26. The governors operate as an effective body holding properly conducted meetings with agenda and minutes, at least termly. They have a good understanding of the strengths and weaknesses of the school, their strategic role in monitoring the standards and provision in the school and planning its future development. They fulfil all their statutory obligations.
27. The school is well managed and operates as an orderly community. Monitoring arrangements by the staff and governors are well established, particularly in English and mathematics to ensure the above average standards are maintained. Good analysis is made of the assessment data on pupils to set individual targets and whole school priorities. There are many good policies that have been introduced in response to the last

inspection report. However, these are not always carried out consistently in practice and this inconsistency in the case of homework leads to dissatisfaction from a significant proportion of pupils and parents. A very helpful checklist and policy has been written for the curriculum co-ordinators, which has ensured they fulfil their role effectively. There are good arrangements for the continuing development and training needs of staff.

28. The school has managed its resources and finances well. Although the income and expenditure per pupil is below average, this is a well-resourced school. There are good arrangements for monitoring the school finances and the school lives comfortably within its budget. The school monitors its expenditure to achieve good value at all times.
29. The local education authority has given effective support to the school's improvement process. It has given particularly helpful advice on the school development plan, which is now a briefer document with fewer targets and clearer intentions. The upsurge in results in Year 6 and the good achievement of all pupils is a reflection of the effective leadership and management of the school, which has created an ethos of high aspiration, particularly for standards in English, mathematics and science.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	555,967
Total expenditure	521,158
Expenditure per pupil	2,291

Balances (£)	
Balance from previous year	37,576
Balance carried forward to the next	34,809

PART C: THE QUALITY OF EDUCATION IN SUBJECTS

SUBJECTS IN KEY STAGE 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The performance of pupils in the 2003 national tests in Year 6, measured against their prior attainment, was outstanding.
- The percentage attaining both the expected level and the higher level in those tests were both above the national average.
- Boys have performed particularly well in Year 6 national tests for the last two years.
- The quality of pupils' writing is consistently good.
- Standards of reading are good.
- Standards of spelling are not as good as other skills.

Commentary

30. The school has performed particularly well in the national tests in Year 6 for the last two years. Girls' performance is much better than their own gender nationally and boys do even better. Pupils of all abilities achieved as high standards as could be expected of them in the tests. Their high results reflect good teaching and preparation.
31. The standards in English in the current Year 6 are above average, maintaining the standards identified in the previous inspection report. Pupils' attainment on entry to the school is above average so this reflects sustained progress. Pupils are doing well to maintain this level and there is every indication that most pupils are working close to their capacity. Pupils with special educational needs receive very good provision, with clear targets in individual education plans, so they make good, improved, progress. Able pupils respond well to challenging tasks and the very few pupils from minority ethnic backgrounds are progressing well. Achievement is therefore good overall.
32. The school has placed considerable emphasis on improving standards in writing, which are good. Pupils benefit from a wide range of stimuli to present newspaper reports, dialogue for plays, arguments for and against current issues and descriptive writing of a universally good standard. Good routines are in place to encourage pupils to plan their writing, draft a first version and use dictionaries. The pupils receive regular opportunities to write at length in all years and much of the writing displays an accurate command of grammar and punctuation and a wide vocabulary based on interesting ideas.
33. Standards of reading are above average throughout the school. The reading logs have helpful guidance for parents and pupils. They are used consistently throughout the school to promote regular reading. Shared reading opportunities in the first part of literacy lessons are characterised by fluent reading by almost all pupils. For instance, pupils in Year 6 read, the rhyming couplets in Roald Dahl's 'Revolting Rhymes' expressively.
34. The presentation of work is consistently good. Some extended writing in Year 5 contains interesting ideas, which are well developed and particularly impressive. Pupils follow a

commercial scheme so that their writing is legible and consistently formed. Standards of spelling are more variable and are no better than satisfactory.

35. The school has focused less strongly on the skills of speaking and listening and, although standards are satisfactory, they are not as good as in reading and writing. Pupils listen politely to the teacher and other pupils during lessons and they talk confidently and clearly.
36. The quality of teaching and learning is consistently good throughout the school. The National Literacy Strategy is firmly embedded into consistent policy and practice, so that standards of literacy are above average. All teachers have good subject knowledge and plan their lessons thoroughly. Lessons have very clear learning objectives, which are emphasised at the start and end of lessons. Good teaching of poetry emphasises the importance of rhythm and rhyme and helps pupils understand syllable structure. In a very good lesson in Year 4, the teacher modelled an example of a persuasive letter and gave a clear structure for pupils of all abilities to write a letter in a similar form about another issue. Very good guidance is given in wall displays to help pupils with their work. When the teaching is very good, it is characterised by a strong sense of purpose with quick, timed tasks. Occasionally, however, the introductions to lessons are overlong so that pupils' learning is less effective as their concentration wanders.
37. The leadership and management of the subject continue to be good. A regular process of monitoring teaching, pupils' work and teachers' planning maintains standards. There are good systems to assess pupils' progress and these are used to set individual targets to enhance pupils' progress. The school has set ambitious targets for the national tests in Year 6 and is well placed to maintain the above average standards.

Language and literacy across the curriculum

38. Pupils are given regular opportunities to write at length in most subjects. There are very good examples of written work in science and on historical topics, particularly in Year 5. Few opportunities are taken to provide writing opportunities in religious education however.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Current standards in Year 6 are well above average.
- Teaching is consistently good and this is a significant factor in good achievement.
- There are good opportunities for the pupils to use mathematical skills in other subjects.
- Subject leadership is good and has been a significant factor in the high standards achieved.

Commentary

39. All groups of pupils achieve well. By Year 6, standards in basic numeracy and in other areas of mathematics are well above average, which reflects the findings of the previous inspection and results in the 2003 national tests. Most pupils are on course to attain the

expected National Curriculum Level 4 and the more able pupils make such good progress that high proportions are on course to attain the higher Level 5. Boys and girls attain equally.

40. The pupils show quick mental recall of number facts and use written methods very effectively in short and long multiplication. They record data very accurately by means of graphs and tables and are very good at interpreting the information contained in graphs. They apply their knowledge very well to solve real life problems, including money, time, ratio and proportion.
41. Teaching and learning are consistently good, which is an improvement since the previous inspection. There are examples of very good teaching and this is a significant factor in pupils' achievement. It results in even higher standards in mathematics than English and science. Lesson planning is very good. There is a strong focus on developing the pupils' mental mathematics skills and the teachers employ various strategies to do this. In lessons in Year 3, for example, the teachers made effective use of various games, which made learning fun, whilst at the same time helping the pupils with basic numeracy. There is a strong focus on developing the pupils' problem solving skills. The teachers make learning real, which motivates the pupils. In a Year 4 lesson, the pupils priced school play equipment from catalogues, working within a limited budget. More use is made of information and communication technology than during the previous inspection. In a Year 6 lesson, the teacher used the inter-active whiteboard to good effect in modelling how a line graph should be presented.
42. Teaching assistants are well deployed and they support individuals and groups effectively. The provision for pupils with special educational needs is very good. The teachers encourage the use of correct mathematical terms and this has a good impact on learning. All groups of pupils are fully included in learning, with the result that all of them, including those with special educational needs, make good progress. The teachers match work well to pupils' differing needs. This is helped by the allocation of pupils into groups according to their ability, throughout the school. The teachers mark pupils' work positively, often suggesting ideas for improvement.
43. The acting co-ordinator is covering for the maternity leave of the permanent co-ordinator. Subject leadership is good and is a significant factor in high standards. The co-ordinator checks the quality of planning and teaching, with a view to sharing good practice, and she checks samples of pupils' work to gain an overview of standards. There are good procedures for assessing and tracking the pupils' progress. The teachers make good use of information gained from assessment to plan subsequent learning. Homework arrangements however, are inconsistent throughout the school, which causes some concern to older pupils and a significant minority of parents.

Mathematics across the curriculum

44. There are many opportunities for the pupils to make good use of their mathematical skills in other subjects. In science, for example, pupils in Year 6 carefully measure angles of reflected light and the distance travelled by objects on surfaces, which display varying degrees of friction. Pupils in Year 4 use diagrams accurately to classify small creatures. In geography, higher attaining pupils in Year 6 use six-figure co-ordinates to locate map features and they use directions and bearings accurately in a local geography study.

They draw accurate graphs to depict temperature and rainfall in Kingston, as part of a study of Jamaica.

SCIENCE

The quality of provision in science is **good**.

Main strengths and weaknesses

- Pupils do well in national tests, achieving above average results.
- Standards are above average in knowledge and understanding in all year groups.
- Teaching is good, with some very good aspects.
- A broad curriculum provides depth to the pupils' learning.
- Assessment procedures are good, but there is not sufficient analysis of test responses.
- Pupils in Year 6 find homework demands stressful.

Commentary

45. Standards continue to be above national averages in Year 6, as they were at the time of the last inspection. Able pupils make good progress and the number of pupils achieving the higher Level 5 is well above the national average. Pupils enter the school with attainment that teachers assess to be above average and make good progress throughout the school. There is no significant difference in attainment between boys and girls, and pupils with special educational needs achieve well.
46. Teaching is good overall, and there are elements of very good teaching in Years 5 and 6. Since the last inspection, science has been taught as a separate subject, with weekly lessons and clear, detailed planning for every aspect. Although cross-curricular links are still included in the planning, as they were when science was taught as part of a wider 'topic', this practice is now more effectively used to enhance the quality of pupils' learning. When pupils in Year 5 were studying 'sound', for example, they made musical instruments in their design and technology lessons, after researching the range and quality of instruments across the world through Internet sources. They were able to 'perform' with their finished products, recognizing the processes required for improving the sound through applying scientific concepts about vibrations. All pupils do the same task in most classes, which limits the opportunities for higher achieving pupils to extend their thinking at times.
47. The school concentrates hard on ensuring that pupils do well in tests, providing very detailed revision sessions throughout the autumn and spring terms of Year 6, when pupils produce work of a very high standard. This is further enhanced by heavy homework demands from the end of March. Pupils find these daily requirements stressful. Teachers mark class work regularly, giving pupils developmental points to improve their learning. Assessment procedures are very thorough, recording weekly test results for older pupils, and tracking improvement or otherwise against the requirements of the National Curriculum in each year group. The school has rightly identified the need to analyse key areas where groups of pupils make less progress than expected so that the individual learning needs are addressed more specifically in order to raise standards further.
48. Pupils have good attitudes to learning, and enjoy the practical activities that teachers have planned for them. The range and thoroughness of these investigations have

improved markedly since the last inspection. Pupils in Year 6, for example, extended their understanding of the human body by recording their own breathing rate before and after exercise, and then used that experience to consider the impact on the lungs of smoking cigarettes. This built on the work completed in Year 5, when the topic was studied in less detail, alongside considerations about the effects of alcohol and drugs. In both year groups, pupils are able to explain their findings in a mature and sensible way, using technical language such as trachea and bronchus when describing the respiratory system, and talking about the differences between legal and illegal drugs. Pupils in all classes record their experiments appropriately, and by Year 6 all pupils are able to use a suitable format that encourages them to understand the key scientific learning from each investigation. Most pupils take great pride in the presentation of their work. Booklets produced by Year 5 pupils are of a high standard, using information and communication technology to enhance some good content.

49. The leadership and management of the subject are good. The co-ordinator has worked effectively to improve teaching and learning in science, and to support colleagues in implementing required changes. There has been good improvement since the last inspection. Resources are very well organised and of good quality.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good** and has improved since the last inspection.

Main strengths and weaknesses

- Standards are average and rising.
- More use is now made of information and communication technology in teaching and learning across the curriculum.
- Subject leadership is good and is a significant factor in improved provision.

Commentary

50. By Year 6, all groups of pupils achieve satisfactorily. Standards are average, which is an improvement since the previous inspection. Boys and girls attain equally. The pupils access the Internet to communicate by e-mail and to research information in a variety of subjects, such as a study of Jamaica in geography. They are increasingly using their information and communication technology skills widely to enhance learning across the curriculum. They make effective multi-media presentations on topics such as the attractions of Ruddington to analyse data carefully and to generate questions.
51. Teaching is good and has improved since the previous inspection as a result of the teachers' greater subject knowledge. There are examples of very good teaching. The teachers are much more confident now in using information and communication technology, particularly the newly installed interactive whiteboards, to enhance teaching and learning of specific information and communication technology skills and to enrich learning across the curriculum. In mathematics, for example, this helped pupils in Year 6 in the drawing of accurate graphs and in science it helped the pupils to consolidate their understanding of the function of the lungs. Improved teaching is leading to rising standards and to the pupils' good achievement. There is a satisfactory balance between direct teaching of skills and providing opportunities for the pupils to learn independently.

Teaching assistants provide valuable support in the information and communication technology suite. Wherever possible, the teachers harness pupils' experiences of information and communication technology at home.

52. At the heart of the subject's development has been extensive investment in necessary hardware and software, which has been influential in improved standards though resources for control technology are under-developed. Good subject leadership and management have contributed to improvement in information and communication technology. There are good procedures in place for assessing and recording the pupils' progress.

Information and communication technology across the curriculum

53. Much better use is made of information and communication technology across the curriculum than at the time of the last inspection. In art and design, the pupils generate imaginative pointillism pictures in the style of Georges Seurat. They produce effective graphic modelling, in creating eye-catching symmetrical patterns. The pupils use databases to analyse data carefully and to generate questions. Pupils in Year 3, for example, search a database to find out about the habitats and diet of birds. Publishing skills are satisfactory. The pupils adjust the style, size and colour of fonts to make text appealing, for example in writing about Henry V111, in producing a newspaper set in ancient Egypt and in describing school visits. In work linked to a recent history visit, pupils in Year 5 combine text and graphics effectively to produce leaflets advertising the Black Country Living Museum.

HUMANITIES

54. Insufficient lessons were observed in **geography** and **history** to make an overall judgement on provision. No detailed judgements are possible about teaching. However, an analysis of pupils' work indicates that all groups of pupils achieve satisfactorily and standards are average. This represents a decline in geography since the findings of the last inspection. It is clear that the pupils are taught a broad, balanced curriculum, which meets the requirements of the National Curriculum in both subjects.
55. Although no lessons were observed in **history**, examination of past work suggests standards are average, in line with the findings of the last inspection. The periods of history studied are largely taught through a topic approach and there are some good individual projects, particularly in Year 5, where the presentation is excellent.
56. In **geography**, higher attaining pupils name and locate places on an outline map of the British Isles, but other pupils are weak at this. The pupils make satisfactory use of their literacy skills in writing about features of the locality, such as the large scale building of new homes in Ruddington. They participate in residential visits to the Peak District and the north Yorkshire coast and, using this first-hand experience, they compare Ruddington with the Derbyshire village of Youlgreave and with the port of Whitby. The pupils have a satisfactory understanding of the changing nature of a river and its valley from source to mouth and of some underground features of limestone areas. The pupils are making satisfactory progress in developing their mapping skills. They understand the need for a scale and a key and they use four-figure coordinates accurately to locate map features. Higher attaining pupils use six-figure coordinates accurately. Younger pupils consider ways in which they might improve parts of the school grounds. They have a satisfactory understanding of some aspects of life in India and of the contrasts between rich and poor.

Religious education

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

Main strengths and weaknesses

- The curriculum fulfils statutory requirements.
- The co-ordinator has successfully addressed the issues raised in the last inspection report.
- Teaching is satisfactory overall, with some very good elements.
- Assessment and monitoring procedures are limited.

Commentary

57. The school has worked hard to ensure that teaching and learning are based on the locally agreed advice and guidance. As a result, standards are now at expected levels for pupils in all year groups, and pupils make satisfactory progress through the school. Achievement is satisfactory overall. All statutory requirements are now met, so that the provision and standards achieved are an improvement on the findings of the last inspection report.
58. Following the last inspection, the co-ordinator produced an appropriate policy and scheme of work. Resources were reviewed and supplemented well, so that teachers are able to give pupils first hand experiences of key features of some of the major faiths in the country. The curriculum gives appropriate emphasis to the Christian faith as the principal religion in the United Kingdom, but pupils are also introduced to some of the distinctive features of other beliefs. Pupils in Year 5, for example, were able to compare the Jewish Torah with the Qu'ran of Islam, as they considered how holy books could influence the way we live. A visit to a synagogue added to pupils' understanding of the symbols that are important in the Jewish faith, and the impact this might have on local communities.
59. Teaching is satisfactory overall, but there are some very good elements in lessons that include discussions about the application of religious traditions in everyday life. In a lesson for Year 6, for example, pupils were able to mount a lively session when considering the key differences between Catholic and Anglican beliefs, and how that affects the church's view on traditions such as marriage. Pupils have good attitudes to learning, even when exploring emotional issues such as 'forgiveness'. Most teachers are sensitive to the difficulties pupils might experience when considering their own role in this concept, helping them to develop appropriate views that might shape future behaviour. Pupils' written work is limited and superficial, as many lessons are based on discussions. But it is evident that pupils gain a satisfactory grounding in five of the major faiths. There have been no opportunities for the co-ordinator to check on the quality of learning in the classrooms.
60. The school has effectively overcome the shortcomings highlighted in the last report and the leadership and management of the subject are good. Assessment is currently unsatisfactory. The co-ordinator has already identified the need for the school to link that to the planned schemes of work, to ensure that the satisfactory improvement of the last few years is maintained.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

61. Very few lessons were observed in **art and design, design and technology, music and physical education**. No detailed judgements about teaching are possible in any of these subjects and there was not sufficient evidence to judge standards in physical education or music.
62. An analysis of pupils' work in **art and design** indicates that all groups of pupils achieve well. Standards are above average, which is a significant improvement since the previous inspection. The pupils use a variety of techniques and media in producing good quality two and three-dimensional work. They look at line, tone, pattern and texture, in producing very effective artwork using names. The pupils are familiar with the work of some well known artists, such as Van Gogh, Seurat, Kandinsky and Munch, and they use similar techniques to produce good quality work. However, less emphasis is paid to non-western art. The pupils display good skills in printing, in generating computer art and in observational drawing. The curriculum is enriched by a weekly art club, by worthwhile visits to places such as Rufford Sculpture Park and by opportunities for art work during residential visits. Accommodation is excellent for work in art and design, with lots of space and a specialist room for clay work, complete with two kilns.
63. Discussions with pupils and scrutiny of the many examples of pupils' work in **design and technology** around the school indicate that the shortcomings highlighted in the last inspection report have been successfully overcome and are now satisfactory. The subject is taught regularly and skills are developed progressively. Pupils undertake a broad range of designing and making activities. Their annotated designs and planning sheets are of a satisfactory standard, and they use literacy and mathematical skills well. However, evaluations of completed projects are sometimes incomplete because they lack consideration of the key element of how well the object meets its intended purpose. Work on display around the school, including fairground attractions in Year 6 and purses, in Year 4 is of a good standard. Leadership and management of the subject are good, but there is not a robust system of assessment, particularly of the development of individual pupils' skills.
64. It is not possible to make judgements on the quality of **music** provision, as all lessons, except individual instrumental tuition, are timetabled for Friday when the inspection had finished. It is dear, however, that music is not given the focus that it had in the past. Teachers' planning indicates that all pupils receive a curriculum that reflects the key learning outlined in the National Curriculum. Discussions with Year 6 pupils confirm that pupils learn to play a variety of instruments with a satisfactory emphasis on rhythm and pitch, and experience a range of different music from all over the world. Singing opportunities are very limited, however. There is currently no choir, and singing only takes place during Friday assemblies. The whole-school Christmas production gives an annual opportunity to develop singing skills, and this is much appreciated in the community. But opportunities to develop those skills further are limited to music lessons. Twenty five per cent of the pupils have individual tuition from visiting teachers. Lessons are paid for by parents, and take place during school time. Some pupils achieve high standards and move on to play in local youth orchestras; many perform in school assembly. There are also two groups of recorder tuition as additional activities after school, and these enhance the musical knowledge of the pupils who take part. Pupils are enthusiastic about their music lessons.

65. In **physical education** it was only possible to observe games lessons teaching the skills of striking and catching in rounders and an indoor games lesson. It was not possible to form a firm judgement about standards or teaching in physical education overall, The school has excellent accommodation and very good resources to provide a very wide range of sporting activities at lunchtime, after school and on occasional weekends. Over the academic year, these activities include football, cricket, netball, orienteering, basketball, rounders, athletics and dance. The school's teams have experienced considerable success in local competitions.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Strengths and weaknesses

- There is a very clear action plan to develop the subject further.
- There are particular strengths in the provision of social education.

Commentary

66. There are regular opportunities for the pupils to discuss issues of concern, including emotions, environmental improvements and recycling. The newly appointed co-ordinator has developed a clear action plan, which seeks to develop this area of the curriculum further. The pupils have the opportunity to develop social skills through participating in clubs, visits and school productions. They think of less fortunate people in society by supporting a number of charities. They learn about the importance of a balanced diet as part of a healthy lifestyle and about the dangers of drugs and alcohol misuse. Local police have a valuable input here. There is formal sex education for pupils in Year 6.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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