

INSPECTION REPORT

WHITEMOOR PRIMARY AND NURSERY SCHOOL

Nottingham

LEA area: City of Nottingham

Unique reference number: 122457

Headteacher: Mrs Nanette Poole

Lead inspector: Mrs O M Cooper

Dates of inspection: 7th - 9th June 2004

Inspection number: 258415

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
Number on roll;	409
School address:	Bracknell Crescent Whitemoor Estate Nottingham Nottinghamshire
Postcode:	NG8 5FF
Telephone number:	(01159) 786 351
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Appropriate authority:	The governing body
Name of chair of governors:	Mr John McPherson
Date of previous inspection:	18 th - 22 nd May 1998

CHARACTERISTICS OF THE SCHOOL

This large, multi-cultural, community primary school is situated in a densely populated area of terraced and semi-detached housing. While the whole range of socio-economic groups is represented, many children come from relatively disadvantaged home backgrounds. Over a quarter of the pupils live beyond the immediate vicinity of the school and attend through choice. A significant majority of the pupils are British. The proportion of pupils from minority ethnic groups is high, with virtually all other minority groups represented. The most prominent ethnic groups are Mixed White and Black Caribbean; Asian or Asian British of Indian or Pakistani origin; and Black or Black British of Caribbean origin. There is one refugee and five Travellers. The most common first languages spoken by pupils from ethnic groups are Urdu and Panjabi. The proportion of pupils with special educational needs is also above the national average, with moderate learning or social, emotional and behavioural difficulties being the most common. The movement of pupils into the school, other than at the beginning of the school year affects some year groups such as the current Years 4 and 6. Overall attainment on entry to the Nursery is low for the children's age, especially in speech and language. A Schools Achievement Award was received in 2001 in acknowledgement of the improvement in standards, and Healthy Schools status was gained in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10859	Mrs O M Cooper	Lead inspector	Mathematics Art and design Music English as an additional language
11041	Mr M Moore	Lay inspector	
22740	Mrs M Leah	Team inspector	Design and technology Physical education The Foundation Stage curriculum
33264	Ms M Lynes	Team inspector	Science Information and communication technology Religious education
27602	Mr R Perkins	Team inspector	English Geography History Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Whitemoor is a good school with some very good features. Leadership and management of the headteacher are very good. The leadership of other key staff is good and instrumental in the rising and broadly average standards now being attained by Year 6 pupils. Other key factors influencing the improvements are the good teaching and learning which are enabling pupils to achieve well, the more interesting curriculum and the steps taken to work more closely with parents. Value for money is now very good.

The school's main strengths and weaknesses are:

- The headteacher provides very clear direction for school development and improvement.
- The good quality of teaching enables pupils to achieve well.
- Standards throughout the school are rising among all groups of pupils.
- Pupils' very good behaviour and positive attitudes support their learning.
- Standards in English, mathematics and science at the end of Year 2 could be higher.
- Update training in child protection procedures has not been undertaken, due to cancellation of the course.

The school has made very good improvement since the previous inspection. All the key issues identified for improvement in the previous report have been fully remedied. Standards in English, mathematics and information and communication technology now meet those expected for pupils in Year 6. The provision for pupils with special educational needs is now good and parents are fully involved. In addition, several other aspects of the school have improved, for example, the leadership of the headteacher, teaching and learning, the curriculum, links with parents and pupils' behaviour. Strengths in the provision for pupils' personal development have been maintained.

STANDARDS ACHIEVED

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

Pupils' achievement is good throughout. The table above shows that pupils who left the school in July 2003 achieved very well in comparison with other schools where pupils achieved similar results at the end of Year 2. Standards in Year 6 have risen faster than the national trend in the last four years and in Year 2 have risen in line with the national trend. Attainment on entry to the Nursery is low and well below that expected for children of their age, particularly in language skills. Despite the good achievement, standards remain below those expected by the end of their time in Reception. A significant proportion of children are not on course to reach the goals children are expected to reach in literacy, numeracy, knowledge of the world and creative development. Physical and personal skills are at the level expected for the

majority of children. By the end of Year 2, current standards are moving closer to national averages, although still below in reading, writing, mathematics and science. This represents further improvement in reading and mathematics from the standards reported in recent years. In Year 6, current standards are broadly average in English, mathematics and science. In all other subjects inspected fully, standards are in line with those expected nationally for pupils in Years 2 and 6 and rise above them in art and design.

Pupils' personal development is good overall, including their spiritual moral, social and cultural development. Pupils behave very well and there are high levels of respect between pupils, teachers and other adults leading to racial harmony. The level of exclusions for unacceptable behaviour has decreased, with none this school year to date. Attendance is unsatisfactory and below the national average despite the school's best efforts to improve it. This is mainly due to extended holidays in term time. Punctuality is satisfactory.

QUALITY OF EDUCATION

The quality of education is good. Teaching is good. Lessons are very well planned. Teaching assistants provide very good support for pupils in their learning. Pupils work very well together and try hard to complete their work, with good encouragement from their teachers. The curricular provision is good, with increasing emphasis on developing pupils' creativity through linking subjects more closely together. Pupils feel well supported and listened to. Close links with other schools help in enhancing the provision.

LEADERSHIP AND MANAGEMENT

The overall leadership and management of the school are good. The headteacher has high expectations of the staff and values their commitment. The deputy headteacher provides very good support for the headteacher. The careful selection of new members of staff has strengthened the teaching and had a positive impact on the pace of improvement. There are good procedures for checking pupils' progress from year to year and for evaluating the work of the school. The governance of the school is good and all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very satisfied with the school's provision. However, there is some concern about access to the Nursery and the toilet provision. The plans to improve the nursery toilets should have been completed before the inspection. The access to the Nursery is difficult to resolve because of the nature of the buildings. The pupils' concern about the closure of the outdoor toilets is due to be remedied during the summer holidays.

IMPROVEMENTS NEEDED

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

- To continue to raise standards in reading, writing, mathematics and science by the end of Year 2.
- To ensure staff receive updated training in child protection procedures.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good overall in the Foundation Stage and Years 1 to 6. In science, achievement is satisfactory in Years 1 and 2. There is little difference in the attainment of boys and girls. Pupils of differing attainment achieve equally well because of the very good lesson planning and this includes potentially gifted and talented pupils. Ethnic minority pupils also achieve well overall, partly because of the careful tracking of their progress. Current standards in reading, writing, mathematics and science in Year 2 are below the national average. At the end of Year 6, standards have been rising faster than the national trend over the last five years and current standards are broadly average in English, mathematics and science. The school met its targets in English and science in 2003, but not in mathematics. The school is on course to meet its 2004 targets.

Main strengths and weaknesses

- Overall standards are rising throughout the school as pupils achieve well, but further work is needed to raise standards in reading, writing, mathematics and science at the end of Year 2.
- Standards in art and design are above those expected in Years 2 and 6.
- Pupils with special educational needs make good progress towards their targets.
- Pupils from ethnic minority groups achieve well, although in occasional lessons pupils underachieve because of language difficulties.
- Effective use is made of information and communication technology to support learning in other subjects.

Commentary

1. Standards at the end of Year 2 in 2003, as shown in the table below, were well below the national average in reading, writing and mathematics and were below the average for similar schools. Standards in reading and mathematics have been consistently well below the national average in the last four years as shown by test results. The school has worked hard to raise standards and the results of their efforts are becoming evident in pupils' attainment. Current standards in reading, writing and mathematics remain below the national average, but with further improvement in the last year in reading and mathematics. The school has been working to raise standards in reading as a priority and some success is evident. The school is struggling to maintain its standards in writing and this is now the priority.

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

Standards in:	School results	National results
reading	14.5 (13.8)	15.7 (15.8)
writing	13.2 (13.7)	14.6 (14.4)
mathematics	14.8 (15.1)	16.3 (16.5)

There were 39 pupils in the year group. Figures in brackets are for the previous year.

2. Standards at the end of Year 6 in 2003, as shown in the table below, were broadly in line with the national average in English and science and below the national average in mathematics. Overall standards in mathematics were affected by the absence of pupils. When the school's 2003 results are compared with those in schools where pupils attained similar results at the end of Year 2, these pupils achieved very well in English, better than other schools in science and similarly to other schools in mathematics. Standards have improved significantly since 1998 when only 23 per cent of pupils reached the expected level in English, 29 per cent in mathematics and 31 per cent in science. Similarly the proportion of pupils reaching the higher level shows significant improvement. Some good staff appointments have been a key factor in the rising standards.

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

Standards in:	School results	National results
English	27.1 (25.3)	26.8 (27.0)
mathematics	26.3 (26.2)	26.8 (26.7)
science	28.7 (27.8)	28.6 (28.3)

There were 70 pupils in the year group. Figures in brackets are for the previous year.

3. Current standards of work in Year 6 are broadly average in English, mathematics and science, both at the expected level and the higher level. The identification of the most able pupils in each year group and the setting of more challenging individual or group activities is having a positive effect on the proportion of pupils reaching the higher level. Teachers' expectations of what pupils can achieve have been raised and along with the influence of an advanced skills teacher, have contributed to the improvement in pupils' attainment and standards.
4. Standards in art and design are above those expected for pupils in Years 2 and 6. The school's involvement in The Creative Partnership, which funds two artists in residence enhances the school's provision and provides a wider range of opportunities for learning and developing skills. Information and communication technology (ICT) is used effectively to support pupils' learning in other subjects, despite the fact that there are few computers available in classrooms.
5. Pupils with special educational needs have clear, detailed individual or group education plans and teachers take account of these in their planning. These support pupils' learning and enable them to make good progress in relation to their capabilities and targets set. These pupils are often supported by teaching assistants and are, therefore, fully included in lessons. Pupils with emotional and behavioural difficulties receive very good guidance and support from the deputy headteacher through the Treasure Seekers Programme and pastoral support through the day. Disabled pupils receive the support needed to be included in all activities as far as possible. Additional resources are available to support pupils with hearing or sight impairment, for example an induction loop. A teaching assistant used sign language to ensure pupils with hearing impairment were fully included in a whole school assembly.
6. There are pupils from a wide range of ethnic minority groups with diverse needs. The school acts quickly to try and determine whether the pupils have just language difficulties or also have learning difficulties. There is a clear programme of steps in language acquisition and targeted support in blocks of time for those pupils in most need. Bilingual teaching assistants enable the younger pupils to receive some teaching in their first language. The specialist teacher provides good support for pupils and teachers in

overcoming pupils' language difficulties. In occasional lessons where there is no additional support, class teachers fail to identify where pupils are experiencing language difficulties and this leads to some underachievement.

Pupils' attitudes, values and other personal qualities

Pupils have good attitudes to their learning and achieve well. Behaviour is very good. There is good overall provision for pupils' spiritual, moral, social and cultural development. Attendance is unsatisfactory.

Main strengths and weaknesses

- Pupils have good attitudes to their work and learning and their behaviour is very good.
- Pupils' relationships with others are good.
- The school successfully stimulates in pupils a desire to learn.
- The school deals very effectively with all forms of harassment.
- Attendance is unsatisfactory.

Commentary

7. Pupils have good attitudes to their work in all year groups including the Nursery and Reception. They mainly arrive on time and settle themselves well for the day ahead. The good relationships that all the staff have with pupils promote the positive attitude to the school and learning, which is apparent throughout the day. Teachers have very high expectations of pupils' behaviour and monitor their conduct carefully; as a result pupils' response to these expectations is good. Teachers effectively use praise to raise pupils' confidence and self-esteem; as a result pupils learn with confidence and achieve well. Most parents agree their children like school.
8. Pupils' behaviour observed during the inspection week was very good and pupils interact very well with each other. The few classroom rules are well known by all pupils who are fully aware of the high standards expected by staff. Pupils and parents interviewed during the inspection week are totally sure that there is no trace of racial harassment. Pupils confirm that when occasional incidents of unacceptable behaviour do take place these are very quickly and efficiently dealt with by teachers. Persistent bullying is very rare and pupils confirm that they are sure the school is a good place in which to learn, work and play. The table below shows the exclusions for unacceptable behaviour during the previous year; these were done for good reason and were meticulously recorded. There have been no exclusions this school year, which shows significant improvement.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Black Caribbean
Black or Black British – Caribbean

Exclusions in the last school year

Number of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
289	3	1
36	1	0
33	1	0

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

9. Lunchtimes are pleasant social occasions where pupils from differing ages sit together and relate very well to one another. In addition, the appointment of older pupils as monitors, helps in ensuring that pupils' behaviour both at break time and lunchtime is of a

high standard. The midday supervisors are well supported by the headteacher and deputy headteacher who are on duty at lunchtime each day.

10. Provision for pupils' spiritual, moral, social and cultural development is good. The school holds regular assemblies and along with lessons in personal, social and health education and citizenship (PSHCE) are very effective times for celebrations and sharing. The school offers good opportunities for visits to different interesting places and specialist visitors to the school promote pupils' spiritual, moral, social and cultural awareness very well. The school makes strong efforts to promote pupils' multicultural awareness by arranging singing in different languages throughout the school, through numerous displays of children throughout the Third World and visits from teachers from African states. Pupils are encouraged to see the school as a community in which they all have an important part to play. Pupils support different charities and the good provision for PSHCE is effective in preparing pupils for life in a multicultural society.
11. In the previous school year the pupils' rate of attendance was below the national average at 93.2 per cent, as shown in the table below. This is due to families making extended visits to their homeland during term time. The school has good procedures to promote good attendance and is proactive in contacting parents on the first day of unexplained absence and working with the education welfare officer to overcome any difficulties. Extended holidays affect the attainment and achievement of some pupils despite the school providing work packs. The school is doing all it can to work with parents in reducing the absence rate.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	6.7	School data	0.1
National data	5.4	National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. The teaching is good overall and enables pupils to achieve well. The curriculum is good with some innovation, which is helping to develop pupils' creativity. The resources for learning are good and used well. The provision for pupils with special educational needs and for those from ethnic minority groups is good. Pupils feel well supported. Links with parents are good and have improved since the previous inspection.

Teaching and learning

The quality of teaching and learning is good overall and has improved since the previous inspection. Assessment procedures are good.

Main strengths and weaknesses

- Teaching and learning are very good or better in a significant proportion of lessons.
- Lesson planning is very good and pupils know what they are expected to learn.
- Activities are closely matched to pupils' different stages in learning.
- Teaching assistants and support staff are deployed very well to support pupils' learning.

- The management of pupils is very good with teachers insisting on high standards of behaviour.
- There is some inconsistency in marking.

Commentary

12. The overall good quality of teaching is a key strength of the school enabling pupils to acquire knowledge and develop skills at a good pace. Careful consideration has been given to the different ways in which pupils learn and most lessons are planned with activities taking full account of the pupils' needs. The table below shows that teaching in one out of three lessons is very good or better and in two out of three is good or better. This is an improvement since the previous inspection when teaching was unsatisfactory in 12 per cent of lessons. The proportions of good and very good teaching have also improved, although a scrutiny of pupils' work indicated teaching during the inspection was better than over the year. Inspectors support the parents' view on teaching. The improvement in teaching has been brought about by a regular programme of monitoring and staff development.

Summary of teaching observed during the inspection in 63 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
2 (3%)	20 (32%)	21 (33%)	20 (32%)	0 (0%)	0 (0%)	0 (0%)

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

13. Throughout the school, lessons are very well planned, with clear outcomes in terms of what pupils are expected to learn. The planning includes specific activities for pupils with special educational needs, taking full account of individual or group education plans. Pupils who are potentially gifted or talented are also well catered for with individual activities to ensure sufficient challenge. The teacher funded by the Ethnic Minorities Achievement Grant provides information and support for teachers in meeting the needs of pupils from a diverse range of countries and cultures. The purposes of the week's lessons in literacy and numeracy are displayed in classes and provide a clear focus for pupils' learning. Other subjects are sometimes linked through topics, making learning more interesting for pupils. Effective use is made of ICT to support pupils' learning and this is clearly identified in the planning.
14. Pupils from ethnic minority groups, particularly those learning to speak English, receive very good support when taught by the specialist teacher or supported by bilingual teaching assistants. In occasional lessons taught by class teachers, however, pupils learning to speak English struggle to understand subject specific vocabulary and are unsure of what they have to do. This was evident, for example, in a Year 4 mathematics lesson on translating shapes. The level of knowledge and understanding of the different cultures by the specialist teacher is a key factor in the provision for these pupils. Team teaching in lessons where the specialist teacher supports the class teacher is helping class teachers to increase their knowledge of working with ethnic minority pupils and so improve their teaching. Traveller children are also well supported in lessons, helping them to catch up after long periods of absence.
15. The teaching assistants are very well deployed to support both pupils and teachers. The bilingual teaching assistants work with pupils up to Year 2, with some lessons being taught in the pupils' first language. This helps the youngest children to settle more quickly

into the school routines and to begin to speak English. All teaching assistants are well briefed before lessons start ensuring time for learning is maximised. They often support lower attaining pupils or those with special educational needs, questioning them to make sure pupils understand the activity. The teaching assistants encourage pupils by guiding and supporting them in the successful completion of their tasks, without doing the work for them.

16. Relationships between pupils and teachers are very good, with a high level of respect. This is because teachers encourage pupils to have a go at answering questions and praise them for their efforts. Consequently pupils feel their efforts are valued, work hard to complete the activities set and their productivity is very good. Pupils work very well together, either in pairs or small groups and, from an early age can work independently. Teachers are consistent in their use of behaviour management strategies and insist on high standards of behaviour. This ensures lessons are not disrupted by unacceptable behaviour and pupils can learn without distraction.
17. Assessment procedures are good and supporting the drive to raise standards. Pupils' attainment in reading, writing and mathematics is regularly assessed and targets for improvement are set. These targets are put inside the pupils' book covers and highlighted when achieved, so they know how well they are doing. The date they are achieved is recorded in the teachers' file and in some classes also in the pupils' book. This enables teachers to check the rate of progress of each pupil. There are some slight inconsistencies in marking in year groups and across the subjects. There are very good examples of marking in English, mathematics and history, which clearly inform pupils how to improve their work and to which pupils often respond. Work is regularly marked in all subjects but the helpful comments are less evident in some classes. The school also involves pupils in the assessment of their own work.

The curriculum

The overall curriculum provision and the range of opportunities to enrich pupils' learning are good and contribute effectively to pupils' learning and achievement. The accommodation is satisfactory and resources for learning are good.

Main strengths and weaknesses

- The curriculum offers a wide range of relevant and interesting opportunities for learning and has improved since the previous inspection.
- The good range of extra-curricular activities, visits and visitors significantly contributes to pupils' learning.
- Equality of access and opportunity for all groups of pupils is good.
- The supply and quality of resources for learning are good.
- There are aspects of the premises that present challenges to staff.

Commentary

18. The school has continued to improve curricular opportunities since the previous inspection. The National Literacy and Numeracy Strategies have been implemented successfully and in ways that meet the pupils' learning needs. Additional time is allocated to reading activities, for example, at the start of morning or afternoon sessions and this has supported the drive to raise standards. In numeracy lessons, brisk sessions in mental

calculations are having a positive effect on pupils' abilities to solve problems. There is a strong emphasis on mathematical investigations that effectively encourage pupils to apply their knowledge and skills. Other subjects are often taught as part of topics where several subjects are closely linked together, making lessons more interesting. Information and communication technology is used to support learning in all other subjects. In the Nursery and Reception classes the curriculum has been revised, is good and closely linked to national guidelines for all areas of learning. The curriculum meets all statutory requirements.

19. Pupils' learning is enriched well through participation in the Creative Partnership; this brings performing and creative artists into the school to work with pupils. Links with schools in other countries through the 'International Dimension' also adds to the range of learning opportunities. Good extra-curricular activities extend beyond sport and music to art, gardening, chess, mathematics and literacy. Parents expressed concern at the lack of opportunities for pupils in Years 1 and 2 to participate, but activities such as mathematics, literacy and basketball are open to pupils in Years 1 and 2. This is more than found in many schools. In addition, educational visits, including residential visits are undertaken and visitors to the school, such as people evacuated during World War II further enrich the pupils' experiences.
20. Equality of access and opportunity for all pupils is achieved by active intervention through catch-up programmes and the good support provided by all staff in most lessons. Pupils on the special educational needs register have detailed individual or group action plans, which are reviewed regularly. Special resources are provided to enable those with disabilities to be fully included. Support for learning outside the school day also enhances the statutory curriculum well. Groups meet to support pupils with particular needs. Prominent among those are a Friday Club for Year 6 in English (in preparation for national tests), Monday Club and Treasure Seekers, both for pupils with behavioural difficulties and Discoverers for gifted and talented pupils.
21. The headteacher has worked diligently to ensure there is a very good match of teachers and teaching assistants to meet pupils' needs. The advanced skills teacher, also a leading literacy teacher and the leading ICT teacher contribute significantly to improvements in curriculum planning, teaching and learning. Some teaching assistants are trained in British Sign Language and support pupils with hearing impairment, for example in assemblies. Others are bilingual and so able to support some younger pupils who speak little English by speaking to them in their first language. Staff members are well led in continuous curriculum improvement supported by a very detailed action plan and a strong commitment to training.
22. Good levels of high quality resources are in place to meet the needs of the curriculum in all subjects. The resources are well organised, well maintained and readily available for use. A very extensive range of play equipment is available at break times. Classrooms are well organised and the school environment is very attractive.
23. The school is in a good state of internal repair and décor. There are some attractive grassed areas and superbly resourced play areas with a newly installed trim trail but there is no school field. This hampers the school's ability to teach outdoor games and play competitive team sports. The nearby sports college lends its facilities from time to time. Classrooms are small preventing the use of computers for cross-curricular work in class, other than laptops. Room size imposes an organisation of lower than average

class numbers. There is no suitable library available for juniors at present, as this has become a classroom to accommodate the increasing number of pupils.

24. Access to the Nursery class is a concern to parents, but it is difficult to see how the school can overcome this issue. The very hot weather during the inspection highlighted the significant number of windows which could not be opened and classrooms became oppressively warm, affecting pupils' concentration and learning.

Care, guidance and support

The school has satisfactory arrangements in place to ensure pupils' care, welfare, health and safety. It provides good support and advice and has good arrangements in place to seek pupils' views and act upon them.

Main strengths and weaknesses

- The extent to which each pupil has a good and trusting relationship with adults in the school is very good.
- Pupils have very good access to well-informed support, advice and guidance.
- The school has good procedures to ensure that pupils work in a healthy and safe environment.
- Staff training in child protection procedures needs to be updated.

Commentary

25. The school offers a satisfactory standard of care to its pupils. It has a very caring environment where all pupils feel valued and are treated with care and respect. Induction procedures on entry to the Nursery are satisfactory and enable most children to settle quickly into school routines. Bilingual support helps young children from ethnic minority groups understand what is required or expected of them. Procedures for child protection are satisfactory. The child protection policy is extremely brief and although the child protection officer is well aware of her role, she has not received recent training, as this was cancelled at short notice. Arrangements to ensure pupils' health and safety are good. The governing body regularly carries out risk assessments and the school has good arrangements in place in the event of a pupil having an accident. Several staff are trained in first aid and accidents are meticulously recorded. The local fire service has no concerns about fire exit doors being bolted, an issue raised by parents and followed through by inspectors.
26. Pupils have complete confidence that their concerns will be taken seriously and staff will give them support. Pupils are well known to staff, who regularly monitor their personal development through formal and informal recording of their progress. The school has good arrangements in place for the involvement of pupils through seeking, valuing and acting on their views. The school council is used well as a vehicle for obtaining pupils' opinions and pupils are given responsibilities such as lunchtime monitors, personal monitors for teachers, acting as a receptionist, taking charge of equipment and raising money for local charities. Pupils interviewed during the inspection week confirmed that they felt their views were valued and taken into account and that they were treated as responsible young people by staff. In addition, lessons in personal, social and health education and citizenship give pupils the opportunity to share their views and opinions.

27. The school provides very good levels of support for pupils from varying backgrounds and abilities. Pupils with special educational needs are well supported, their work and progress are thoroughly tracked and teachers work in close partnership with teaching assistants who provide effective support.

Partnership with parents, other schools and the community

Links with parents are good. Links with the community are satisfactory. Links with other schools and colleges are good.

Main strengths and weaknesses

- Procedures to ensure satisfaction and to deal with any concerns or complaints are good.
- The school has good arrangements to involve parents by seeking, valuing and acting on their views.
- Links with parents have improved since the previous inspection, but with areas where they could be strengthened further.
- Links with other schools enrich the curriculum and support learning.

Commentary

28. The majority of parents who responded to the pre-inspection questionnaire feel they are kept well informed about how their children are getting on. They say they are comfortable about approaching the school with a question or problem. Most state they are sure that staff treat children fairly and that staff regularly seek the views of parents and take into account their suggestions or concerns. A significant minority of parents however, felt that they were not sufficiently well informed about how their children were getting on. The inspection team agrees with the positive comments made and found no evidence to support the negative views expressed by the minority group.
29. Links with parents have improved. The school brochure, posters for school events and newsletters are available in other languages. Bilingual support is available at open evenings to ensure parents understand the information about their children's progress. The school produces regular newsletters which give up-to-date information about school events but some parents feel that advance information on events is too short for them to make arrangements to attend. The annual written reports on pupils' progress are satisfactory, provide information on pupils' progress and achievement on a subject by subject basis, but do not provide space for parental comments. Parents of pupils with special educational needs are fully involved at all stages.
30. The school holds three consultation evenings per annum for parents where they can discuss their children's work, behaviour and progress with staff. In addition the school holds two open days per annum where parents can see the school at work. Parents can also see staff at any time by appointment or informally if they have concerns. These provide sufficient opportunities for parents to discuss their children's progress.
31. The school arranges various courses for parents including family literacy and homework support courses and the school is active in approaching parents to discuss pupils' progress. The headteacher holds a surgery every half term and parents of pupils who have been given achievement awards for work or behaviour are invited into school for tea

and to a special assembly where the awards are presented. Parents are much appreciative of this initiative by the school.

32. The school has been successful in encouraging parents to help. For example, parents help with observing swimming safety, help on school visits, hear readers and help with the school garden. The parent-teacher association arranges many social events during the year such as summer and Christmas fayres, children's discos, quiz nights and sponsored walks. They raise large sums of money for school funds and their efforts are much appreciated by the school.
33. There are good arrangements for the transfer of pupils to the next stage of their education, including 'taster' days and staff discussions on transfer arrangements and children's needs, including special educational or language needs. Children interested in music and sport attend the local comprehensive school for special courses. Parents are invited to information evenings when teachers from the comprehensive school explain how they provide for the developing pupils. As a result of the good transfer arrangements, pupils settle very quickly into comprehensive school life.
34. The school is a member of a 'networked learning community' which includes five primary and one comprehensive school and a member of school staff is the network learning co-ordinator and is involved in a research project in the transfer of pupils from Year 2 to 3. The school has hosted workshops involving a family of schools and pupils from the school attend workshops in other schools. There are regular meetings between the headteachers of all the primary schools to discuss items of mutual interest and work experience links have been set up with the neighbouring two comprehensive schools. The school takes students from Trent University and New College, Nottingham for final year teaching or National Vocational Qualifications with teaching assistants. These links enhance the provision and support pupils' learning.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The leadership and management of the headteacher are very good. She is strongly supported by the deputy headteacher and other senior staff who carry out their roles well. School governance is good. The leadership of the school effectively supports pupils in overcoming barriers to learning presented by language skills, special educational needs or extended holidays. The leadership team sets high expectations for all the pupils in school.

Main strengths and weaknesses

- The leadership of the headteacher is a key factor in the school's good reputation.
- English and ICT are particularly well led.
- The school has effective procedures in place for evaluating its work.
- Senior staff are leading the development of teaching, learning and the curriculum well.
- The role of subject co-ordinators is well defined.
- Arrangements for managing pupils' behaviour are very good.
- The school improvement plan for the curriculum does not extend beyond one year.

Commentary

35. The headteacher has provided a clear and very effective lead since her appointment. As a result of her strong leadership the school has made very good progress. Key appointments at a senior level and a focus upon developing a commitment to high achievement for all, have resulted in the school being a safe and happy environment in which both pupils and adults are valued and work successfully together. Morale is high, because the headteacher values the contribution made by all members of the school community to its success. Neither the headteacher nor the deputy headteacher have regular teaching commitments.
36. The headteacher, deputy headteacher and other senior staff work well together in order to improve key areas of the school. Arrangements for managing pupils' behaviour are very effective and well led by the deputy headteacher. The behaviour management system has positively impacted upon teaching and learning. The headteacher has set up effective systems for evaluating the work of the school. All members of staff are involved in identifying priorities for action. Good systems, particularly in mathematics and English, have been introduced to ensure that the attainment of pupils is well tracked. This information is used to inform priorities for school improvement. Through a planned programme of monitoring, subject co-ordinators have gained a clear understanding of the school's strengths and areas for development. Their contribution to the improvement plan and its implementation has resulted in good teaching and learning in their subjects. However, the improvement plan lacks a strategic overview that indicates how longer-term curriculum initiatives will be supported over a number of years. English and ICT are very well led by the subject co-ordinators and have been key factors in influencing the provision, teaching and drive to raise standards. Other subjects are generally well led.
37. The impact of the governing body on the work of the school is good. It receives good information through the headteacher's report and the efficient and effective committee structure. Governors have a clear understanding of the school's strengths and are committed to providing the best for its pupils. Parent governors provide effective links between the school and the local community.
38. The school's finances are managed effectively and efficiently. Money is targeted towards the school's priority of raising attainment for all pupils. Money spent on employing support staff is having a positive impact on teaching and learning. The school seeks value for money by comparing the cost of goods and services. It endeavours to consult with parents through questionnaires and attendance at open evenings as well as through informal feedback, especially through the parent governor representatives. The school is well cared for by the caretaker and cleaning staff, ensuring that it is clean and well maintained. The final carry forward figure for the 2003/4 financial year is not yet available and so the 2002/3 information is given in the table below.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	1,159,763	Balance from previous year	28,396
Total expenditure	1,109,676	Balance carried forward to the next year	78,483
Expenditure per pupil	2,356		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**.

There has been good improvement since the previous inspection. Teaching and learning are good overall. From low starting points, children achieve well. Children in the Reception classes build successfully on the very good start provided in the Nursery. Overall, they are not on course to reach the early learning goals in all of areas of learning by the time they start in Year 1. Children with special educational needs receive well-directed support and make good progress. Provision for children with English as an additional language is good. Their progress is effectively supported by the significant contributions of a part-time bilingual assistant. The lively, balanced curriculum is planned securely to meet the needs of young children. The way staff link learning in different areas through interesting themes or topics is particularly successful in deepening children's understanding. Assessment systems are thorough and used well to plan new work. Leadership and management are good. The foundation stage co-ordinator's recent reorganisation of planning has significantly improved overall provision across the Foundation Stage. Parents are rightly concerned about the siting of toilets in the Nursery. The school already has plans to remedy this in the very near future.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff have established a happy and secure environment where children are developing positive attitudes to learning and to each other.
- There is a good balance between work that teachers ask children to do and opportunities for children to become independent learners.

Commentary

39. Teaching and learning are very good and children achieve very well. Most children are on course to reach the early learning goals by the end of the Reception Year.
40. All staff establish good relationships very successfully. They listen with respect to children's ideas and take particular care in displaying their work. Praise and encouragement, together with the school's achievement award system, are used purposefully to raise self-esteem. Consequently, children grow increasingly confident. They show in their relationships that they are learning to value themselves and to respect others. They listen and wait for their turn, for instance, in effectively led circle time or small group games and activities. Paired discussion, when children sensibly discuss a specific point with their 'talking partner' promotes collaborative work and co-operative attitudes very well. Staff make clear their high expectations and consistently reinforce class rules and routines so that children know what is expected. As a result, children behave very well and their attitudes to learning are good. The curriculum is well balanced and provides good opportunities each day for children to select activities and plan their own tasks as well as to follow the teacher's instructions. As a result, children are becoming independent in organising their own work and thinking for themselves. Teachers frequently provide good opportunities for children to take responsibility. Children take pride in being 'special person of the day' and carry out tasks around the classroom with care.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Particular emphasis on the development of speaking and listening skills meets children's needs well.
- The recent adjustment of the curriculum to promote the teaching of letters and their sounds is beginning to raise standards.
- In the Nursery, especially imaginative use is made of stories and drama to promote communication, language and literacy skills.

Commentary

41. Teaching and learning are good overall, with consistently very good and sometimes excellent teaching in the Nursery. Children achieve well. They are not on course to reach the early learning goals by the end of their time in Reception classes.

42. There are good opportunities to practise speaking and listening skills across all areas of the curriculum and throughout the day, as well as in focused literacy sessions. All staff insist that children respond verbally to their questions. In the Reception classes, small group work led by teaching assistants reinforces learning effectively. Teachers use questions purposefully and listen carefully to children so that they become confident in expressing their ideas. Many older children still display limited vocabulary and have difficulty keeping to the point. In the Reception classes, short sharp literacy sessions each day concentrate clearly on specific skills. The teaching of letters and their sounds is good. Reception children recognise some letters by shape and sound and use this knowledge in their reading and writing. Role-play areas, like the *garage*, are successfully organised to reinforce early communication, language and literacy skills. In the Nursery, children have very positive attitudes to picture books and enjoy the expressively told stories. They concentrate very well because the teacher uses attractive visual aids and her personal skills in mime and drama to increase their awareness, for example, of the sequence of the story.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The quality of teaching in the daily numeracy sessions in the Reception classes is variable.
- Group activities are clearly focused to support whole-class learning.

Commentary

43. Teaching and learning are good overall and children achieve well. They are not on course to reach the early learning goals by the end of Reception.
44. Daily short numeracy lessons in the Reception classes generally support learning well. Teaching points are usually briskly and clearly made. There are occasions, however, when some children are not fully challenged, because the tasks do not meet their needs and the pace is too slow. As a result, they lose concentration and do not always do as well as they could. Group activities are used very well to reinforce learning in class. Resources are carefully prepared and instructions clearly given so that the children make good progress. Teaching assistants are well deployed and provide especially good support for targeted groups. Reception children recite numbers forwards and backwards to 20 with varying degrees of help. They count objects to six and sort by their own criteria. Higher attaining children are beginning to add by counting two groups of objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Staff make effective use of the attractive outdoor area.
- Adults ask questions skilfully.

Commentary

45. Teaching and learning are good. Children achieve well but are not on course to reach the early learning goals by the end of Reception.
46. Teachers use their secure knowledge and understanding to plan a range of lively practical tasks that encourage children to use their senses to investigate the world around them. A mini-beast hunt in the school grounds was very well organised to help reception children investigate features of living things through their own direct and careful observations. Good, purposeful questioning, such as, 'Was it *under* a stone or *on* a leaf?' helps children focus on habitats as well as promoting correct use of specific vocabulary. Children carefully observed the creatures in their habitats and also through magnifiers, but found it difficult to identify common features of living things. Due to frequent well-planned opportunities to use the computer and a programmable toy, children are competent at using information and communication technology. They control the mouse skilfully.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Links to topic work, particularly in the Nursery, stimulate interesting and imaginative floor work.
- Teachers manage children well and give clear instructions, but physical education lessons in the hall sometimes lack challenge.

Commentary

47. Teaching and learning are good overall. Children achieve well and are on course to reach the early learning goals by the end of Reception.
48. Dance and drama lessons in the Nursery are particularly stimulating and challenging. Children are beginning to co-ordinate their bodies well and move with increasing control to imitate the movements of mini-beasts. Through well-focused teaching, they contrast slow snail movements with the scurrying of an ant. For reception children, physical education lessons in the hall are generally well organised. On occasion, however, activities lack rigorous challenge. For instance, whilst children move under, over and through large apparatus with reasonable control, they do not practise specific skills such as jumping and landing safely. Nursery and reception children perform confidently for the rest of the school in assembly. They move rhythmically in time to music. Reception children handle tools like pencils and scissors with growing competence and manipulate construction toys adeptly to fulfil their own purposes.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The *garage* is attractively set out and successfully stimulates imaginative role-play for reception children.
- In the Nursery, particularly good use is made of mime to promote creative development.

Commentary

49. Teaching and learning are good and children achieve well. Overall, children are not on course to reach the early learning goals by the end of their time in Reception class.
50. Good opportunities are provided for children to experience a wide range of creative media. Opportunities to work independently with paint or to collaborate with others to produce a collage are well organised and resourced. Reception children choose colours accurately to paint a red ladybird with black spots but generally lack confidence to mix colours for themselves. They play alongside each other in the attractive role-play area, using available resources like car tyres and steering wheels to take on roles as mechanics. In the Nursery, children respond imaginatively as the teacher acts out the story of the *Hungry Caterpillar*. They watch enthralled as she mimes the hatching of a caterpillar on her hand.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards have risen substantially because of the good teaching and learning.
- Promotion of equal opportunities and inclusion is very good.
- Provision for children with special educational needs is good.
- Cross-curricular links are becoming well developed.
- Girls do better than boys in tests.
- Subject leadership is very good.
- Longer-term development plans for English need expanding and refining.

Commentary

51. Standards in English are rising because of the school's focus on improvement in this subject. This is evident in the results of national tests over the last few years, despite variations year by year because of the make up of particular groups of pupils. This inspection shows standards in reading and writing in Year 2 continue to be below average, but with further improvement in reading. In Year 6 standards are broadly average. This represents good achievement from attainment on entry. The school's thorough pupil tracking information suggests the current rate of improvement will slow during the next two years due to the nature of those children's ability on entry but the staff are not complacent.

52. Pupils, including those with special educational needs, English as an additional language and higher attainers, achieve well throughout the school. Pupils with special educational needs are particularly well supported and every effort is made by staff to raise their attainment by carefully planned work, good support and encouragement. In all year groups there is a wide span of ability. Girls do better than boys in tests but at the time of the inspection this difference was not so apparent. The school is working successfully to raise boys' attainment but as girls' attainment has also improved, the gap remains.
53. Overall, standards in speaking and listening are below average at the end of Year 2 and barely reach average by Year 6. Higher attaining pupils speak confidently and make themselves understood, but other pupils are limited by a restricted vocabulary. Consequently, both their understanding and their ability to communicate effectively are hampered. Staff work hard to help pupils to extend their vocabulary by:
- Repeating and explaining unfamiliar words.
 - The use of talking partners in the classroom.
 - Providing good speech and language models in teaching and support staff.
54. Pupils achieve well in reading from a low base. Standards are below average in Years 1 and 2 but raising attainment in reading has been a priority of the school's annual action plan in those year groups. Standards gradually improve to broadly average in Year 6. There is a structured reading programme, with pupils working through a published scheme. There are opportunities during the school day for pupils to engage in group, paired and silent reading. All pupils are encouraged to read with parents and carers at home, although there is some evidence to show that this does not happen as often as it might, for some. Reading diaries have been produced in other languages to encourage increased parental support at home. Pupils are clear about the strategies that they need to use to work out unfamiliar words or sentences and most tackle new reading material confidently. Only the higher attaining pupils are developing firm preferences for the work of different authors. Jacqueline Wilson is a current favourite. Book areas in school are well organised, of good quality and there are many displays around school to capture the children's interest in books. There is no junior library and therefore insufficient opportunity to develop library skills with older pupils. The attractive infant library has only a limited number of reference books. Those in use are kept in the classrooms.
55. Staff have worked hard and successfully to drive up standards in writing. These continue to be below average in Years 1 and 2 and in some cases well below but it is here that the effort to raise standards begins. Pupils' achievement gathers momentum by the end of Year 6 because of mostly good and often very good teaching. Factors that have been instrumental in raising standards are:
- Good quality in-service training.
 - Improved planning and assessment techniques.
 - Interesting writing tasks set.
 - Opportunities for pupils to write across a range of genres.
 - Pupils' writing celebrated in displays.
 - Planned writing in other subjects.
56. Teaching and learning are good overall, but range from very good to satisfactory. It is evident from both lessons and pupils' work that some of the teaching is of a high quality with an emphasis on helping pupils to develop their literacy skills through purposeful and enjoyable activities and this enables pupils to achieve well. In Year 2, for example, pupils worked well to produce an information leaflet for prospective parents as a result of the

teacher's carefully prepared, step-by-step approach and engaging style, during which lower attainers were supported very well by a classroom assistant. Pupils concentrate well in lessons and work hard.

57. The two subject co-ordinators have a very clear view of what needs to be improved and have worked well with staff to put improvement strategies into practice. There is very close monitoring of children's work, teachers' planning and assessment results in order to inform teachers' practice. The school's longer-term plans for the subject need to be refined in order that there is a more detailed picture of developments in future years, in order to assist strategic curricular, staffing and budgetary decisions. Overall improvement since the previous inspection has been good.

Language and literacy across the curriculum

58. Pupils use their language and literacy skills well in other subjects and there are clearly planned opportunities to link for example, history with literacy using information and communication technology (ICT).

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards throughout the school are rising.
- There is a good emphasis on developing pupils' investigative skills.
- Leadership and management of the subject are good and analysis of test data is very good.
- Marking of pupils' work is good in most classes.
- There is some slight inconsistency in assessment procedures.

Commentary

59. Standards in Year 2 are currently below the national average, but are rising closer to it than in previous years. In Year 6, current standards are broadly average and may well be the highest to date in the 2004 national tests. This shows significant improvement in standards since the previous inspection. In the last four years standards in Year 2 have been consistently well below the national average and in Year 6 have been below the national average. Pupils are now achieving well, both at the levels expected for their ages and particularly at the higher levels because of their positive attitudes, very good behaviour and the good teaching.
60. The implementation of the National Numeracy Strategy has supported the drive to raise standards. In addition the staff have undertaken a considerable amount of training leading to higher expectations of what pupils can achieve. The subject co-ordinators have also improved the resources and changed the approach to teaching the subject, with less reliance on workbooks and commercially produced materials and more emphasis on carrying out investigations, which pupils enjoy. In Year 6, for example, pupils were investigating how many points gold, silver and bronze Olympic medals were worth having been given a table of results for participating countries. Pupils' attainment is tracked by gender and by ethnicity and there is evidence that pupils from ethnic minority groups

achieve better than White British pupils which bucks the national trend. This was also evident in some lessons seen, but not to any significant extent.

61. Teaching and learning are good overall, with examples of very good teaching in Years 1, 2, 3, 5 and 6. The planning of lessons is a particular strength, showing clearly what pupils of differing levels of attainment are expected to learn, including pupils with special educational needs, with English as an additional language and those potentially gifted. As a result of the good planning tasks are well matched to the learning needs of all pupils. This is a recent improvement as it was less evident in work seen in pupils' books. Most teachers have high expectations of pupils' work and behaviour. Pupils rise to the challenges set and work hard to succeed. Teaching assistants are very well deployed and enable all pupils to be fully included in lessons. They often support pupils with special educational needs, some of whom also have English as an additional language. They encourage and guide pupils in the completion of their activities without doing the work for them. Teachers often direct questions to pupils not paying sufficient attention and are careful to include all pupils in answering questions in lessons. Brisk mental arithmetic sessions set lessons off at a good pace and this is usually maintained throughout. Where teaching is satisfactory rather than good, explanation of the activities to be completed takes too long and pupils begin to lose interest. Occasionally, pupils with English as an additional language do not fully understand what is expected of them, for example in a Year 4 lesson on translating shapes. There is some very good marking of pupils' work informing them how they can improve and sometimes posing questions to which pupils respond, but this is not consistent. Ongoing assessment is used to identify where pupils are experiencing difficulties and time is given to further teaching in order to help pupils develop their understanding. There is little assessment by pupils themselves. Information and communication technology was not used in lessons seen, but the scrutiny of work and planning showed it is used effectively to support learning.
62. The subject co-ordinators lead and manage the subject well. They analyse the test results from national tests in Years 2 to 6 and use the information to overcome any weaknesses in the curriculum or teaching in these year groups and to set targets. Pupils in all classes have targets inside their book covers, which are highlighted when achieved; in some classes the date targets are achieved are also recorded in pupils' books to inform them of their rate of progress. Other teachers record the dates separately. Teaching in all classes has been monitored and support and guidance provided to improve the overall quality. The co-ordinators have played a significant role in the drive to raise standards and, improvement since the previous inspection has been very good. The unsatisfactory progress in Years 3 to 6 has been remedied, as has the lack of challenge for lower attaining pupils.

Mathematics across the curriculum

63. Mathematical skills are used satisfactorily across the curriculum to help pupils learn in other subjects. They draw graphs and tables in science when recording the findings of investigations and measure accurately in design and technology when making slippers. In art and design, pupils use their knowledge of shapes and how they fit together when creating wrapping paper designs.
64. In information and communication technology, pupils present data they have gathered in pictograms and bar charts.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards have improved notably since the previous inspection.
- Pupils in Years 3, 4, 5 and 6 achieve well.
- There is an increased focus on developing scientific enquiry through practical investigations.
- Assessment continues to be an area for development as identified by the co-ordinators' action plan.
- Information and communication technology is increasingly used to support learning but this remains an area for improvement as identified by the school.

Commentary

65. In comparison with national results in 2003, standards in Year 2 were well below average, but were broadly average in Year 6. Pupils achieve well overall from a low starting point, but achievement in Years 1 and 2 is satisfactory. While most pupils currently in Year 2 are achieving the expected level for their age, none are reaching the higher level and this takes standards below the national average. Current standards of work are broadly average at the end of Year 6 both at the expected level and the higher level. Pupils are generally enthusiastic about science. Pupils in class are willing to learn, almost always co-operative and well behaved and in general spend most of their time on task. For example, during a good lesson investigating features of a pressure switch, groups of Year 6 pupils worked hard at their practical task, despite the almost oppressive heat in class! They investigated a range of materials before discussing and recording their findings.
66. Much of the written work is well presented and there is clear evidence of most work being well matched to the differing groups of pupils resulting in most pupils achieving well. There is good coverage of the science curriculum throughout the school. Work in Year 2 shows that many pupils are working in line with standards expected of seven-year-olds. There is very little evidence, however, of pupils working at higher levels. Work in Year 6 books shows clear evidence of pupils being given increasing opportunities to plan and carry out investigations. Higher attaining pupils are challenged to identify the key factor to be taken into account when planning an investigation as well as to systematically record their work. All pupils are given the opportunity to make predictions, decide upon suitable methods for testing out their ideas and are able to describe their observations using appropriate scientific terminology. Teachers' responses to pupils' work are often limited to positive comments. There is some evidence of marking which relates to the learning or next steps but this is inconsistent.
67. Teaching and learning are good overall, but are satisfactory in Years 1 and 2. Lesson planning shows a clear focus on how particular groups of pupils are to be supported resulting in learning being maximised whenever possible. The use of teaching assistants is effective. For example, in a Year 1 lesson, the teaching assistant clearly understood her role in relation to supporting a group of lower attaining pupils. She effectively clarified questions and enabled them to make sensible contributions to the whole-class discussion.

68. The two subject leaders are effective in supporting the drive to raise standards. They monitor pupils' work and teachers' planning and provide feedback, which results in improved teaching although they have not observed lessons recently. They have provided some effective professional development, which has led to the increased focus upon practical work in science.
69. There has been satisfactory improvement since the last inspection. Higher standards, more practical work, increased use of information and communication technology (ICT) to support pupils' learning, particularly in Years 5 and 6 and more attention being given to assessing pupils' learning are the key improvements. The updating and refining of assessment procedures identified in the subject action plan is well underway, but will take a little longer before being fully implemented. The marking of pupils' work is kept up to date, but does not always focus on learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There has been very good improvement in resources and staff skills since the last inspection.
- The teaching of ICT is now good.
- The leadership and management of ICT are very good.
- Information and communication technology is used consistently to support learning in other areas of the curriculum.
- There is a well-equipped ICT suite, which is constantly in use.

Commentary

70. In Years 2 and 6 standards are at the expected levels. This is an improvement since the last inspection. The improvement has come about through a combination of investment in good quality hardware and programs, very effective training of teachers and very good leadership by the ICT co-ordinators, one of which is a leading ICT teacher. Pupils' achievement is good.
71. All pupils now have access to the full ICT curriculum, which is a further improvement since the last inspection. Pupils confidently use word processors to produce invitations, stories and poems. They used data handling programs and now have experience of control work. They understand that computers monitor physical factors, for example the use of heat sensors to control temperature. In a good Year 5 lesson, pupils quickly used their skills to write a simple program for a simulator. Good teaching with well-prepared resources and effective deployment of the teaching assistant resulted in all pupils making good progress. Pupils showed real enthusiasm and confidence throughout the lesson.
72. A very good Year 2 lesson showed highly effective partnership work, with the class teacher working with colleagues from the local early learning centre. The whole class worked with video cameras in preparation for making a news programme. Pupils were engrossed throughout the session. The confidence, application and progress of pupils during this one lesson indicated how far the school has come in the teaching of ICT.

73. In lessons seen during the inspection, teaching was good. The teachers plan lessons thoroughly, are confident in teaching the subject and use technical language accurately. This results in most pupils making good progress. Support staff are used well to ensure that less confident pupils experience success and make progress.
74. The very good leadership is characterised by good subject knowledge, enthusiasm and energy together with high ambition for the development of the subject. As a result of their work, standards have been raised, the profile of the subject is high and all staff have access to very good support. The co-ordinators monitor and evaluate effectively and produce an annual action plan, which is focused on raising attainment. Regular 'drop in' sessions by the co-ordinators promote staff skills and confidence and enable them to incorporate ICT confidently into lessons in other subjects. Overall improvement since the previous inspection has been very good.

Information and communication technology across the curriculum

75. Information and communication technology is used effectively to support learning in other subjects. Annual curriculum planning includes a grid showing how ICT will be used in supporting pupils' learning in each subject and in each year group. For example, Year 6 pupils used work studied in religious education on Hinduism to produce Powerpoint presentations. They researched work on rivers in geography and on ancient Greece in history. In design and technology pupils downloaded pictures of slippers or used the digital camera to take pictures of slippers when deciding on their own designs. In science, Year 1 pupils collected information on favourite foods and presented it in a tally chart. There is one "Smartboard" and teachers have some access to digital projectors. This means that teachers can use ICT when teaching in classrooms and this is having a positive impact on teaching and learning.

HUMANITIES

Only two lessons were seen in geography and four in history and so no secure overall judgements about the quality of provision or teaching can be made in these subjects. However, work was sampled and discussions held with pupils.

Religious education

Provision in religious education is **good**.

Main strengths and weaknesses

- Pupils achieve well as teaching is good overall.
- The curriculum is imaginatively organised which results in pupils' understanding being enhanced.
- The subject is very well resourced.
- Information and communication technology is used effectively to support learning.

Commentary

76. Standards in Years 2 and 6 are in line with the expectations of the locally agreed syllabus, which represents satisfactory improvement since the last inspection. Pupils achieve well

because of the range of experiences that are provided for them in addition to their religious education lessons.

77. Teaching and learning are good. Teachers' planning clearly indicates how different groups of pupils will be supported, resulting in most pupils making at least satisfactory and often better, progress. For example, in a good Year 6 lesson the very well prepared resources and focused support for lower attaining pupils meant that they made good progress. The higher attaining pupils worked on the same idea relating to dilemmas and choosing the correct pathway but had to produce their own dilemmas before deciding upon which pathways they could take. In this same lesson a very capable pupil was given the task of looking for a compromise, to ensure sufficient challenge. Pupils apply themselves well to the challenging tasks.
78. Pupils' work throughout the school indicates a good range of activities covering the five main world religions studied. Written work in Years 1 and 2 is patchy, although there is clear evidence that pupils are encouraged to record stories and religious ideas in their own words. The pupils apply skills learnt in literacy, seen for example, in the production of handmade books to tell the Easter story. Written work in older pupils' files is equally patchy. It does, however, show some depth of understanding, particularly when pupils' relate their learning to their own lives. Talking with pupils also reveals that the work they do in religious education is often well understood.
79. Leadership and management of the subject are good. Time allocated to the subject is used imaginatively. There are regular lessons taught and these are complemented by 'religious education days' in which all pupils participate. At the end of such days, pupils in all year groups come together to share their findings. Such occasions provide a good opportunity to deepen understanding and celebrate similarities and differences in world religions.
80. The curriculum is effectively enhanced by visits and visitors to the school. All pupils have, for example, visited a church resulting in them having a better understanding of how important religion is to some people. When talking to a pupil about the visit she said "It's like being somewhere that feels very safe and you just want to keep quiet and show respect". The school values the religious beliefs of its pupils and celebrates many special occasions. A Muslim girl talks animatedly about the Eid celebration and how she enjoys others having fun at her special time. There is a strong emphasis upon showing respect for a range of beliefs.
81. The two subject co-ordinators provide good support for their colleagues in teaching the subject. They have organised visits from religious leaders and this has deepened teachers' knowledge and consequently they feel more secure about teaching the subject. There are good artefacts, which are well organised and the co-ordinators also ensure that the school makes good use of the religious education lending library.
82. Teachers assess pupils' understanding through the "learning from" aspect of the curriculum. They also adjust medium-term planning in the light of pupils' knowledge and understanding. The subject co-ordinators monitor the subject through looking at planning and through watching pupils and assessing learning at religious education days. The co-ordinators are also working on further improving assessment procedures. The use of information and communication technology to support learning is effective and

increasing. Eye-catching multimedia presentations, for example, provide key facts about Hinduism.

History and Geography

83. In history and geography the evidence from teachers' planning, work on display, the relatively small number of lessons seen and discussions with children suggests that provision in both subjects is at least satisfactory. There are indications that standards in Year 2 are below those expected for seven-year-olds in both subjects, but by Year 6 achievement is good resulting in standards that are at the expected level for eleven year olds. Pupils' abilities are masked somewhat by the difficulty they have in discussing historical and geographical concepts and knowledge in Years 2 and 6. For example, pupils in Year 6 have difficulty in describing where they live and where Nottingham is. Pupils show good understanding of sources of evidence in history and their recall of previous work covered is better than in geography. Despite this, attitudes to learning among the older children are good in both subjects. The quality of written work and its presentation is good by the time children reach Year 6. In both subjects, it is clear that a range of visits and visitors plays an important part in making the work interesting and relevant. In Year 2, very good teaching in geography using good quality resources enabled children to understand the various features, both human and natural, of a seaside place, by building a class model. The learning then progressed well to the construction of simple maps. A former evacuee visited Year 4 classes to tell pupils about her experiences in World War II and pupils prepared questions prior to her visit. Year 6 children spoke animatedly about a recent camping and field trip to Anglesey when coastlines were studied, among other things, to reinforce earlier work.
84. Teaching in lessons is good overall. Marking is of good quality with constructive, evaluative comments, some of which when posed in the form of questions, were answered by children. Some teaching in Year 6 was innovative when teachers successfully acted as Victorian teachers in order to develop pupils' understanding of the differences between 19th and 21st century classrooms.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in music as none were taught during the inspection. Only two lessons were observed in physical education. It is not possible, therefore to make secure judgements about the overall provision in these subjects. Inspectors also talked to pupils about what they had learnt previously and examined the subject portfolios and subject leaders' files.

Art and design

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

Main strengths and weaknesses

- Pupils receive a wide range of experiences and opportunities to develop their skills.
- Observational drawing skills are well developed.
- The work with artists in residence enriches the curriculum.
- Pupils' work is displayed attractively around the school.

Commentary

85. Standards are above those expected for pupils in Years 2 and 6 and pupils throughout the school achieve well. Observational drawing skills are a particular strength and these support pupils' recording of work in other subjects, such as diagrams in science. Pupils in Year 4 drew boats showing good shape in their line drawings and then used softer pencils and hatching in order to bring out the shape of the base of their boat. The finished drawings were of good quality as pupils worked carefully. The teachers' planning, the work on display and discussions with pupils show that the subject is well planned, varied and interesting. The school's involvement in the Creative Partnership, which brings two artists in residence into the school to work with pupils, enriches the range of experiences. There are many examples of good quality work around the school involving textiles, clay and drawing, all very attractively displayed. There is a good balance between designing, drawing, painting and model making in both two and three dimensions. Pupils in Year 1, for example, used a range of natural and man-made materials such as grass, straws and matchsticks in their sculptures. The finished sculptures showed pupils' increasing creativity. The weakness in pupils' knowledge of the work of famous artists, identified in the previous report has been remedied. Information and communication technology is used well to support the development of pupils' designing skills. There is an after school art club which further enhances the provision.
86. Teaching is good overall. The school has a good supply and range of resources, which are used well and make lessons interesting. Teachers' planning is detailed and shows clearly what pupils are expected to learn. Good quality sketchbooks show the progressive development in pupils' skills and techniques. Resources are readily accessible, which ensures time is used well and pupils can complete their work. As a consequence, pupils set to work quickly and with enthusiasm. Where teaching is satisfactory rather than good, the time taken to explain the task is too long and drawn out and pupils become restless. Once engaged in drawing their boats the pupils worked with enthusiasm and behaved very well. Pupils work very well in their groups, share the materials sensibly and willingly discuss their work with others. This was particularly evident in Year 6 where pupils created design boards to help them decide the best way of finishing their masks to portray the required characteristics. Pupils were careful, for example, when using paint, sand, ribbons and sequins to return unused materials to the box for others.
87. The subject is well led and managed. Planning and standards are monitored regularly and a portfolio of work gives a clear indication of the school's standards. The co-ordinators have a good overview of the work being undertaken throughout the school and an action plan for future development of the subject. Assessment opportunities are noted in the lesson plans and work in pupils' sketchbooks enable teachers to assess pupils' progress. The good provision found at the time of the previous inspection has been maintained and improvement since then is satisfactory.

Design and technology

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

Main strengths and weaknesses

- Pupils achieve well because of good teaching.
- Teachers plan very successfully for the step-by-step development of skills.

Commentary

88. Standards in Year 2 and Year 6 are at the expected levels for pupils' ages. Teachers efficiently organise group work in class to challenge pupils of different attainment. Teaching assistants provide particularly good support. Consequently, all groups of pupils achieve well. Pupils with special educational needs and those with English as an additional language make good progress.
89. Teaching and learning are good. Teachers have adapted national guidance to provide relevant and interesting topic work, which successfully motivates children to learn. For instance, pupils in Year 2 are designing and making a T-shirt for Barnaby Bear to represent Nottingham in the Olympic Games this summer. They are enthusiastic learners and carefully consider a suitable logo, as well as style and fabric appropriate for the conditions. All teachers pay good attention to the different processes involved in design and technology, so that pupils become increasingly skilful in investigating products, designing, making and evaluating their own work. As a result, pupils in Year 6 are perceptive in investigating different types of slippers, considering factors such as comfort and safety. They produce clear designs and final products that meet their own specifications. Their product evaluation goes beyond personal preference to identify pleasing aspects and possible improvements. Lessons build new learning securely on what pupils already know. Objectives are shared purposefully and plenary sessions at the end of lessons used systematically to reinforce learning.
90. There are good links with mathematics, for instance, in measuring and drawing designs and with literacy from labelling designs to evaluating products. Information and communication technology is used effectively when designing and to record and evaluate completed work by using the digital camera. Day-to-day assessment of work is good, with whole-school systems to assess learning over time also being developed. The curriculum co-ordinators provide good leadership and management especially through checking standards and extending the curriculum. Improvement since the previous inspection has been satisfactory.

Music

91. In music, the planning, subject portfolio, curriculum co-ordinator's file and discussions with pupils indicate all aspects of the subject are taught and the provision is enhanced through a good range of extra-curricular activities, which include singing and instrumental tuition. In keeping with the multicultural nature of the school, one activity is learning to play steel pans, which pupils played during assembly, giving a good performance. Several pupils play clarinets, but all the pupils involved in playing during the assembly were girls, although a number of boys are also involved. In discussions with pupils they demonstrated a good knowledge of famous composers and some knowledge of their works. This is partly because music is played as pupils enter and leave the hall for assemblies and they take note of the title of the music and the name of the performer or composer which are displayed. Pupils have satisfactory opportunities to use computer programs to compose music for themselves.

Physical education

92. In physical education, standards in both lessons seen were at the expected levels for the pupils' ages and their achievement was at least good. Particularly good teaching was

seen in a games lesson in Year 2 where the teacher's secure knowledge and understanding led to very clear teaching of skills. Lively demonstrations and well-organised group work helped pupils achieve very well. The teacher's high expectations led children to carefully evaluate what they had done and successfully identify where improvements could be made. Overall the role of the curriculum co-ordinators is well developed. They have a good overview of the school's provision through a recent audit of resources and review of the curriculum. Assessment systems are at a very early stage of development. The curriculum is well enhanced for some pupils by external coaching in basketball or tennis in lessons. Provision of extra-curricular clubs and opportunities to engage in competitive sport in local tournaments is good. Pupils in Years 3 and 4 receive courses of swimming lessons but the impact of this on standards in Year 6 is unclear. The school manages to lessen the impact of the lack of a games field by making good use of facilities at a local secondary school.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

93. There is effective personal, social and health education which includes provision for sex education and education in drugs and substance misuse. A healthy lifestyle is promoted through the distribution of fruit daily to those up to age seven, ready access to drinking water and discussions in lessons, for example in Year 1, about making simple choices that improve their health. The school has recently been awarded the National Healthy School Standard in Emotional Health and Well-being. The school's participation in the Creative Partnership and the Networked Learning Community contributes to the curriculum and to the successful development of pupils' skills. The policy and planning are highly appropriate, with ongoing themes and termly topics such as self-esteem and bullying.
94. The positive ethos of the school, with its emphasis on co-operation and respect, together with its provision for personal and social education, provide pupils with effective opportunities to discuss social or moral issues. Pupils develop self-confidence and learn to respect and tolerate others, an important element of becoming a good citizen. They also consider ways of keeping themselves safe; for example in Year 2 pupils discussed possible hazards and dangers in the home. The provision supports pupils' learning in other subjects and is monitored regularly by the co-ordinator.

PART D: SUMMARY OF MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	3
Pupils' achievement	3

Pupils' attitudes, values and other personal qualities	3
Attendance	5
Attitudes	3
Behaviour, including the extent of exclusions	2
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	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	4
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
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).