

INSPECTION REPORT

CARLTON CENTRAL JUNIOR SCHOOL

Nottingham

LEA area: Nottinghamshire

Unique reference number: 122523

Headteacher: Mrs Jayne Smith

Lead inspector: Dr Brian Male

Dates of inspection: 3 - 5 November 2003

Inspection number: 260532

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11 years
Gender of pupils:	Mixed
Number on roll:	209
School address:	Garden Avenue Foxhill Road Carlton Nottingham
Postcode:	NG4 1QT
Telephone number:	(0115) 911 0402
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Appropriate authority:	Governing body
Name of chair of governors:	Ms Pat Clarke
Date of previous inspection:	20 September 1999

CHARACTERISTICS OF THE SCHOOL

This community junior school takes pupils from 7 to eleven years old, and is maintained by the Nottinghamshire Local Education Authority. At the time of the inspection there were 209 full-time pupils in eight classes. Many pupils start school with standards of attainment above those usually found. The percentage of pupils known to be eligible for free school meals is below the national average. The percentage of pupils identified as having special educational needs is above the national average. There is a small proportion of pupils from ethnic minorities and one requiring extra support for learning English.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
14906	Dr Brian Male	Lead inspector	English Religious education History Geography
19419	Mrs Sue Boyle	Lay inspector	
32123	Mrs Penny Price	Team inspector	Mathematics Art and design Design and technology Music Physical education
25204	Mr Doug Green	Team inspector	Science Information and communication technology Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school is satisfactory overall. Pupils' achievement has been unsatisfactory for the last two years, and there have been serious problems with behaviour. However, the situation has been tackled, and standards are now beginning to rise as a result of improved teaching and significant support from the local education authority (LEA). Behaviour has also improved and pupils are now more positive towards school. Although standards have not yet returned to the expected levels, they are on line to do so. There is always a time-lag between improved provision and improved standards. In the light of these improvements, the school now provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards are beginning to rise in English, mathematics and science, but could still be higher.
- Teachers work hard, and are using an increasingly effective range of methods, but expectations of pupils' attainment could be higher.
- The school needs to build a closer relationship with parents to support learning.
- Pupils' attitudes to work are good, and behaviour has recently improved to become satisfactory overall and good in most lessons.
- Good teaching of information and communications technology (ICT) has raised standards.
- The rate of attendance is below average.
- The pace of change could be quicker and now focus more directly on raising standards.

The school has made generally unsatisfactory overall progress since the previous inspection because standards of attainment fell significantly until the end of the 2003 academic year. Recent progress has been better. Standards are now beginning to rise but are still lower than at the time of the previous inspection. Pupils' behaviour is satisfactory rather than good. The quality of teaching is now similar to the previous inspection and is improving. The quality of leadership and management is still satisfactory overall. Most of the key issues raised have been addressed.

STANDARDS ACHIEVED

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

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.

Overall achievement in the school is satisfactory, although present achievement in Year 6 is unsatisfactory. When pupils start in Year 3, overall standards of attainment are at least in line with those usually found, and many pupils have above average attainment. Over the last three years, pupils have made unsatisfactory progress across the school. Standards of attainment in national tests were well below the national average in all three subjects in 2003. This represented poor progress since national tests in Year 2. Present Year 6 standards are higher, but are still below the national average in all three subjects. This is an improvement, but still unsatisfactory achievement. Standards in the present Year 5 are higher, and on track to be in line with the national average. Standards in ICT across the school are already in line with the national average and represent satisfactory achievement.

There is appropriate support for pupils with special educational needs and they make progress in line with other pupils. However, the support they receive does not always match the targets on their individual education plans (IEPs).

Pupils' personal qualities, including their spiritual, moral, social and cultural development are generally satisfactory. Most pupils behave well and have good attitudes to school. Children are open and friendly. However, there is a minority of pupils, mostly boys, whose behaviour is unsatisfactory at times. Attendance is unsatisfactory. Relationships between pupils are not always positive, and there is still a need to continue to improve the ethos.

QUALITY OF EDUCATION

The quality of education is satisfactory overall. Teachers work hard and are committed to raising standards. **The quality of teaching is satisfactory but is improving,** and almost half of lessons seen were good or very good. There are good methods to involve pupils in discussing their work to improve understanding. In the best lessons, there are high expectations, and the pupils are involved in interesting practical activities. In general, however, expectations of pupils' attainment are not sufficiently high, and some lessons do not enthuse pupils sufficiently.

There is a satisfactory curriculum enhanced by a good programme of visits and visitors. There are good opportunities for extra-curricular activities. Pupils feel well supported in terms of their learning, and the school makes appropriate arrangements for pupils' welfare, health and safety.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. Leadership has focused appropriately on the need to raise standards of attainment and behaviour, and is now meeting some success in this. The school has responded well to the LEA's support. Leadership now needs to ensure that the timescale for improvements is more rapid, and that there is a much closer partnership with parents. Management needs to ensure that pupils' progress and educational provision are monitored more rigorously and support directed accordingly.

The governing body provides good governance for the school and has a clear understanding of the need to raise standards and improve aspects of provision.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents have a number of concerns about the school. Many feel that the school does not work closely with them, and many are concerned about behaviour. The inspection agrees that the present partnership is unsatisfactory, and that the school and parents need to work much more closely together in order to raise standards further. Pupils are generally positive about school but many have concerns about the behaviour of other children. Behaviour has improved, and is now much better than many parents think, but the behaviour of a small minority of pupils is still unsatisfactory at times.

IMPROVEMENTS NEEDED

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

- Raise standards of attainment, particularly in English, mathematics and science.
- Raise expectations of what pupils can do within lessons.
- Work more closely with parents to make them partners in learning.
- Improve the rate of attendance and punctuality.
- Increase the pace of change and ensure a direct focus on raising standards.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects

The overall achievement in Year 6 is unsatisfactory, but there is now a rising trend of standards coming through the school.

Main strengths and weaknesses

- Pupils have made unsatisfactory progress across the school over the last three years.
- Standards of attainment are now rising in English, mathematics and science.
- Standards of attainment have improved significantly in ICT.

Commentary

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

Standards in:	School results	National results
English	23.9 (26.2)	26.8 (27.0)
mathematics	25.2 (25.0)	26.8 (26.7)
science	27.3 (27.6)	28.6 (28.3)

There were 56 pupils in the year group. Figures in brackets are for 2002

1. The school's scores in national tests at the end of Year 6 in 2003 were well below the national average in English, mathematics and science. These scores were well below those of similar schools in all three subjects. The school's scores in both the 2002 and 2003 national tests fell significantly from the previously average standards. Inspection evidence indicates that standards are now beginning to rise, but are still below the national average in Year 6 and represent unsatisfactory achievement.
2. The fall in standards was associated with a time of transition for the school with several changes of headteacher and other teachers. There was also a higher than usual proportion of pupils with special educational needs in these year groups. Standards of pupils' behaviour also fell at this time and this impacted adversely on attainment. Standards of behaviour have now improved, and there is now a drive to raise standards of attainment. The significant support of the LEA has brought about improvements in teaching and in the curriculum. These are raising standards again.
3. Present standards in Year 6 are below average in English, mathematics, science, and religious education. Standards in ICT are in line with those usually found. It was not possible to make overall judgements in other subjects. Standards in Year 5 indicate that they are on track to return to the national average, and so represent satisfactory achievement. However, standards would need to be still higher to represent satisfactory progress from the generally above average attainment with which many pupils start in Year 3. Expectations of what pupils can achieve in lessons need to be higher to achieve this. This is particularly the case in Year 3 where lessons do not always build on the standards with which pupils start. An improvement in the rate of attendance and a strengthening of the partnership with parents are also needed to raise standards.
4. Pupils with special educational needs receive appropriate support and make generally satisfactory progress. However, support is not always related to the targets on pupils' IEPs. An unusually high number of pupils has been identified as dyslexic and much support time is put into programmes associated with this, rather than to other IEP targets.

5. The school has not yet developed a specific programme for gifted or talented pupils, although there is generally satisfactory support for these pupils through the normal pattern of lessons. This is an area where better use of assessment information could be used to target support more precisely.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes to work are good. Pupils' behaviour and personal development, including their spiritual, moral, social and cultural development, are satisfactory.

Main strengths and weaknesses

- Most pupils work well in lessons.
- Relationships between pupils are at times unsatisfactory.
- Pupils are open, friendly, and enjoy responsibility.
- Provision for spiritual development has improved since the previous inspection, and is now satisfactory.
- Pupils' behaviour has improved recently and is now generally satisfactory, although exclusion rates are very high.
- Attendance rates are below those of other schools.

Commentary

6. There had been some serious problems with behaviour over the previous three years, and the rate of exclusion had been very high during that time. Behaviour has improved this year and is now satisfactory overall, and usually good in lessons. Pupils are courteous and happy to talk to visitors. The older pupils have been given increased responsibilities, such as answering the office phone at lunch times, and they clearly enjoy this.
7. These improvements have resulted from a revised behaviour policy based on a system of rewards and sanctions. This has clearly worked, but the greatest impact, and the best behaviour, is in classes where teachers have established good relationships with their pupils. There has also been a marked improvement in behaviour at lunchtimes. There is now training and support for mid-day supervisory staff, and a good selection of playground toys. This has improved the ethos of lunchtimes, and pupils now feel much more positive about this part of the day. Behaviour in assemblies has improved, but is still unsatisfactory and many pupils chatter to their friends when they should be listening. Assemblies are too long and do not engage the pupils' interest sufficiently.
8. The fixed-period exclusion rate was lower in the last academic year than for the previous year, but remains too high. The rate for permanent exclusions is also high. The school works hard to keep pupils in school, and puts appropriate supportive structures in place. It needs to monitor the exclusion rate carefully and ensure that rigid systems within the behaviour policy do not impact adversely on the exclusion rate.
9. There are still a few incidents of name-calling, and of bullying, which, although seemingly minor in nature, are hurtful and get in the way of effective relationships. This term, the school has had a racism and a bullying focus, which has led to pupils being more aware of incidents. It was evident during the inspection that most pupils are clear about what they should do if they feel they are being harassed, but it was still too early to assess the impact of the programme on incidents of harassment. Classroom rules provide a clear structure for how pupils should behave, and pupils have an appropriate understanding of the difference between right and wrong.
10. Most pupils are enthusiastic about work and want to do well. They have responded well to the improved teaching and are keen to participate in lessons. This has been an important factor in rising standards. Pupils are often asked to work with a partner, and they co-operate well in

these situations. In the playground, boys and girls and pupils from different ethnic backgrounds mix well and generally play well together.

11. Pupils learn appropriately about their own and other cultures through a good number of visits to places of interest and a good range of visitors to school. The increased responsibilities for older children, the good range of extra-curricular activities and the very many opportunities for pupils to work with each other means there is satisfactory provision for social development. Provision for spiritual development was unsatisfactory at the previous inspection but is now satisfactory. This has come about mainly through improved provision for personal, social and health education. The greater emphasis on 'Circle Time' enables pupils to gain self-knowledge and gives them good opportunities to think about how others might feel, and to respect the values and beliefs of others.
12. Attendance rates are below average, and although the numbers arriving after the register has closed are small, many pupils do not arrive until the registration period. The school monitors attendance well and uses the support of the educational welfare officer appropriately. However, it does not actively promote attendance.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	7.4	School data	0.4
National data	5.4	National data	0.5

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The overall quality of education is satisfactory.

Teaching and learning

The quality of teaching and of pupils' learning is satisfactory overall. Pupils' work is assessed appropriately, but the information gained is not always used effectively to target support and involve pupils.

Main strengths and weaknesses

- Teachers are committed to raising standards and improvising their practice.
- Teachers are using an increasingly effective range of strategies.
- Expectations of what pupils can achieve could be higher in many lessons.
- There is good teaching of ICT.
- The school needs to make parents closer partners in learning through formal and informal contacts.
- Assessment information needs to be used more effectively to target teaching and support to different groups.

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	7 (17%)	10 (24%)	22 (51%)	3 (7%)	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. Teaching is good in ICT, and satisfactory overall in English, mathematics, science and religious education. Some good teaching of history was seen during the inspection. Teaching of personal social and health education is generally satisfactory. It was not possible to make overall judgements in other subjects.
14. In the best lessons, pupils are involved in exciting practical tasks giving them some independence to explore ideas and to find things out. For example, in a Year 6 science lesson, pupils were given scope to investigate the amount of water that could be absorbed by different paper towels. A very good Year 4 science lesson also gave pupils good scope to investigate ways of measuring temperature.
15. Another feature of the best lessons is the way in which a range of methods promote learning. For example, in a very good Year 5 history lesson, in an activity called 'hot-seating', the teacher took the role of a World War II evacuee and invited pupils to ask questions to find out about him. They responded very well to this, asking a series of pertinent questions and even forgetting at times that he was not actually an evacuee. A very good Year 6 history lesson staged a debate in which pupils took the roles of different Victorian characters to discuss whether houses should be knocked down to build the new Victoria Railway Station in their city. Pupils had prepared for this in groups, sending one representative to the debate, yet the supporting groups remained excitedly involved making their own points and asking searching questions. These sort of activities enthuse the pupils and enhance learning.
16. The use of group and paired discussion is an important feature of the improvements that have been made in teaching and are part of the range of improved methods. These are having a very positive impact on pupils' understanding as well as their speaking and listening skills. They also help to involve pupils more actively in their learning and so improve attitudes. Paired discussion was used very effectively in a very good Year 5 lesson to help pupils understand the ways in which various authors present a character in their writing. This was high challenge to which the pupils were able to respond very well because of the clarity of the teacher's explanation and the quality of her analysis, together with the quality of the literature being studied.
17. Where teaching is satisfactory rather than good or very good, it is usually the level of expectation that is the factor. Even in some lessons where the methods are effective and the involvement of pupils is good, the amount of learning expected is not sufficient, either because the level of challenge is too low or because the pace of learning is too slow. This low challenge often relates to the planning of levels of attainment in terms of National Curriculum expectations. In other cases, it relates to the use of assessment information, which is gathered, but not always used to target teaching most effectively to groups and individuals within lessons. Teaching in Year 3 has not always built sufficiently on the above average standards pupils bring from the infant school.
18. The very small number of unsatisfactory lessons resulted from expectations of what pupils could do that were too low to promote sufficient learning.
19. There is generally appropriate teaching of pupils who have special educational needs when they are withdrawn for extra support, but the support does not always match the targets on their IEPs. This is partly because an unusually high number of pupils has been identified as dyslexic as much support is directed at this, even though it is not always the focus of the IEP.
20. The school uses homework appropriately to extend learning, but needs to strengthen its relationship with parents so that they can become full partners in learning. There are satisfactory procedures such as a home-school diary that enables parents to be aware of what pupils do in school, but too few opportunities for informal contacts between parents and teachers where information can be exchanged. This is an issue of importance to many parents.

The curriculum

There is a satisfactory curriculum enhanced by a good programme of visits and visitors. There are good opportunities for extra-curricular activities.

Main strengths and weaknesses

- There have been good recent improvements such as co-operative learning and investigative approaches.
- There is a good programme of extra-curricular activities.
- The curriculum is enhanced by a good programme of visits and visitors.
- Resources for science are good.
- Curriculum planning does not always make explicit the standards expected.

Commentary

21. The curriculum is broad and balanced and continues the quality of provision found by the previous inspection. There has been particularly good recent enhancement through procedures to encourage pupils to discuss ideas in pairs and groups that has improved understanding. Use of such techniques as 'hot-seating' and debates, and involving pupils in practical investigative activities has improved learning. Whole-staff involvement in reviewing the curriculum has produced a continuous programme for learning where progression and learning opportunities are clearly identified. However, while planning reflects curriculum opportunities, often linking elements from different subjects, it does not always make clear the levels of attainment expected at each year group. This is why expectations of attainment are sometimes too low. There is no specific programme for gifted or talented pupils which would provide for these pupils' particular needs.
22. There is an appropriate curriculum for pupils with special educational needs, but support does not always follow the targets on the IEPs sufficiently closely. The previous inspection report pointed out that the planning of work for pupils withdrawn from lessons was not always linked to the work they would do with their class teacher. This is still the case for some groups.
23. A good range of extra-curricular activities develops pupils' interests well and feeds valuable skills back into the classroom. Many pupils of all ages attend the good range of musical activities including a music club, guitar, flute, clarinet and violin lessons. Staff regularly participate in weekly sports activities including football and netball sessions that are held for all children. The school uses external expertise to compliment the curriculum; for example, good links have been established with Notts County Football Club who lead coaching sessions within the school. The well-established links with the neighbouring secondary school are used for pupils to attend a range of activities within that school, and use is made of expertise within the secondary school, such as a specialist dance teacher. Opportunities involving an artist in residence, Book Week and using the skills of the school caretaker and a local building firm add enrichment to the curriculum. A programme of educational visits for each year group helps make classroom learning more purposeful and relevant.
24. The school provides good accommodation for learning in its classrooms, but the computer suite is far too small and ill suited to its purpose, and the library is in urgent need of development. The plan for a mobile suite of lap-top computers will enhance provision. The school's grounds are extensive, but the playground lacks a variety of areas where pupils could sit or play quietly. Resources are good for science and generally satisfactory elsewhere, although some equipment for physical education needs renewing.

Care, guidance and support

Provision for pupils' care, welfare, health and safety is satisfactory. Support, advice and guidance based on monitoring of pupils' achievements and personal development is satisfactory. The school's

efforts to involve pupils in its work and developments are unsatisfactory.

Main strengths and weaknesses

- Induction arrangements have been improved this year.
- There is a good emphasis on learning targets, and pupils feel well supported in this.
- The support from mid-day supervisory staff for reading enhances learning.
- There is no mechanism for regularly seeking the views of pupils.

Commentary

25. The school carries out routine risk assessment appropriately, and procedures for the health and safety of pupils are satisfactory. All staff have been trained in child protection, and the school monitors concerns appropriately. There are good levels of supervision at lunchtimes.
26. Pupils know about their learning targets, and feel that teachers help them to achieve them, but they are not involved in the setting of targets.
27. There has been a good emphasis on the role of the mid-day supervisory staff. Each is now attached to a class, and regularly listen to pupils from that class read. This has had a positive impact on the relationship between mid-day supervisory staff and pupils and has helped bring about the improvements in lunchtime behaviour.
28. Induction arrangements for pupils entering Year 3 are satisfactory. These arrangements have recently been improved and now give pupils more visits to familiarise them with the school. Most Year 3 pupils say they like the school and have settled in well.
29. There are plans to set up a school council but at present there are no formal mechanisms for seeking pupils' views. Pupils are not routinely consulted about what they would like for their school.

Partnership with parents, other schools and the community

The school's links with parents are unsatisfactory. Links with the community and other schools and colleges are satisfactory.

Main strengths and weaknesses

- Parents are willing to help the school and contribute to its work.
- Many parents would like greater involvement in the life and work of the school.
- Many parents say that they do not feel welcomed by the school.
- Some parents feel that complaints are not always dealt with effectively.

Commentary

30. Parents generally support the school well. Some help in classrooms, although the numbers vary from class to class with some classes having no support at all. Parents willingly give support for visits and their help with swimming is invaluable. Information for parents is generally satisfactory. There is a regular and informative newsletter. Pupils' annual reports vary in quality. They report on progress but some of the language is couched in national curriculum terms and is not easy to understand. The parent/friends association is run by a small group, most of whom are not parents.
31. Many parents miss the range of informal contacts with teachers that they were used to in the infant school and this is part of the reason they do not feel welcomed. Some parents do not feel that complaints are dealt with well and that the school does not listen sufficiently to the problems they raise. The school seeks parents' views on issues such as school uniform, but does not

consult parents on a regular basis. Many parents help their children with homework but the school does not give sufficient information to enable them to do this effectively, and they often feel at a loss as to how they can help. The school wishes to establish and maintain good links with parents, and feels that any parent is welcome to come in and talk to the headteacher or staff at any time. However, many parents will only take this route when problems become serious. The school needs to take steps to ensure that senior staff are available to talk to parents informally at the beginning and end of the day so that minor issues can be addressed before they become major.

32. The school has established appropriate links with the community that enhances the work done in lessons. An example is the local supermarket, which is used throughout the school to support the work done in geography. The community makes good use of the building for church services, and out of school child care provision.
33. Although links with other schools are generally satisfactory, the school needs to work more closely with the infant school in order to be able to build on the above average standards with which pupils start in Year 3.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. Leadership of the headteacher and key staff is satisfactory overall. Management is also satisfactory. The governing body provides good governance for the school.

Main strengths and weaknesses

- The governing body has a clear understanding of the school's strengths and weaknesses and provides effective support and challenge for senior managers.
- Leadership of literacy and ICT is good.
- Induction of staff is good and has led to a commitment to succeed.
- The pace of change is not always fast enough.
- Strategic planning is not always sufficiently focused on raising standards.
- The roles of the senior management team are not yet clearly defined.

Commentary

34. The headteacher recognises the need to raise standards and achievement and, with significant help from the LEA, has ensured that the improvements already in place support teaching and provide a more positive climate for learning. The school improvement plan is comprehensive and has helped support the raising of standards so far. However it includes a large number of initiatives and this sometimes distracts attention from the need to raise standards. Some subject action plans such as the one for science are not clearly linked to raising standards.
35. The pace of change is not fast enough because the time-scale for improvements is too lengthy. For example, the school has only just put systems in place for collecting assessment data and these are not yet being used sufficiently well to provide additional support for those pupils who are underachieving or to raise expectations of what pupils are capable of achieving. As yet there is no teaching and learning policy in place to guide classroom practice so that the best teaching is reflected in all classes. A School Council is planned, but not for another year. Management needs to ensure that pupils' progress and educational provision are monitored rigorously so that appropriate actions can be taken quickly and effectively.
36. There have been considerable staff changes since the last inspection. Good induction procedures ensure new staff settle quickly. Staff are enthusiastic, work hard and are determined to improve the quality of provision. The good leadership of literacy and ICT has helped raise standards in these areas because the subject leaders are experienced and clear about their roles. Leadership and management of mathematics and science are satisfactory. Good support

from the LEA is helping the new subject manager for mathematics to develop her role quickly. However, more guidance and support needs to be given to junior staff with subject responsibilities. The roles and responsibilities of the senior management team are developing, but at present there are no formal job descriptions and this means senior staff are sometimes unclear about their responsibilities. As a result too little attention is given to improving particular aspects of provision such as the partnership with parents.

37. The governing body has a clear understanding of the need to raise standards and improve aspects of provision. They operate as a critical friend to the school, offering effectively support and challenge the senior managers. The day-to-day management of the budget is effective. The large carry-forward this year has been used to maintain the level of staffing and the single age classes.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	525, 927	Balance from previous year	71, 779
Total expenditure	527, 695	Balance carried forward to the next	70, 011
Expenditure per pupil	2, 355		

SPECIAL EDUCATIONAL NEEDS ASSESSMENT

What is the effectiveness of Special Educational Needs Assessment?

Special educational needs assessment is satisfactory. No particular strengths or weaknesses were identified.

Commentary

38. The school's policy for the assessment of pupils who have special educational needs is in line with most schools. The usual range of assessments and tests are used to identify pupils needing further support, and to determine the nature of the support needed. However, far more pupils are identified as dyslexic than is usually found.
39. The school follows the approach of the new Code of Practice. The targets on some IEPs could be sharper, and be used more directly to plan support. At reviews, the co-ordinator and class teacher discuss progress and make decisions on movement within the register and set new targets. The school could do more to involve those parents who choose not to attend reviews.
40. The school ensures statemented pupils receive their entitlement to support.

PART C: THE QUALITY OF EDUCATION IN SUBJECTS IN KEY STAGE 2

ENGLISH

Provision for English is **satisfactory** and improving.

Main strengths and weaknesses

- Standards are rising, although present achievement in Year 6 is still unsatisfactory.
- There is some good and very good teaching, particularly of older pupils.
- Levels of expectation are not always high enough.
- There are some good methods used to improve speaking and listening skills.
- The subject is well led.

Commentary

41. Standards are now rising after two years of well below average scores in national tests in Year 6. Standards in the present Year 6 are higher than in the previous two years, but still below the national average. Standards in Year 5 are on track to be in line with the national average, and so back to satisfactory achievement, so long as the present quality of teaching at the top of the school continues. The rising standards have resulted from the improved quality of teaching and the very good support given by the LEA. This support has been well co-ordinated and followed up in the school by the subject leader. She maintains a good overview of the subject and has ensured that curriculum planning has focused on raising standards.

Speaking and listening

42. There are some very effective methods being used to promote these skills across the school. Mention has already been made of the successful use of techniques such as paired discussion, hot-seating and debate to give pupils greater opportunities to extend their speaking and listening. Most pupils are confident and keen to express their views and take part in discussions, but not all are able to do so with the level of fluency and clarity usually found. The continued use of the above methods is raising standards, and the subject leader is aware that improvements here will also contribute to standards in writing.

Reading

43. Standards of reading are higher than writing across the school. Most pupils read accurately and with understanding by Year 6. Standards in Year 5 are good, with most pupils able to read and discuss the literary merits of books by authors such as Anne Fine and Robert Swindells. Many pupils have already reached the higher levels of attainment, being able to look for meanings beyond the literal and referring to the text to justify their views. Good teaching within the literacy hour, and the good range of literature available, have ensured that many pupils have a good understanding of literary conventions and forms. There are appropriate opportunities for pupils to read to adults in groups and individually, although these could be extended by making better use of teaching assistants and volunteers to increase the involvement of adults during the group reading sessions.

Writing

44. Standards of writing are lower than reading across the school, and too few pupils attain the expected level (Level 4). A relatively high number of older pupils still struggle with some basic skills of spelling, punctuation and grammar. This is because these skills were not well embedded as the pupils moved through the school. Teaching has now improved, and there is a good focus on these features, and this is raising standards. Pupils are given good opportunities to draft and redraft their work to improve its clarity and style as well as to correct errors, although more use could be made of ICT and pupils working together in this.

Language and literacy across the curriculum

45. There is some use of subjects such as history and geography to develop writing skills, and good plans are in place to ensure this happens, but there are not always opportunities for extended pieces. Good speaking and listening opportunities are created in a range of other subjects and have been referred to above. There are better opportunities for developing reading skills within other subjects; for example, some good use is being made of the Internet for pupils to research various topics.

MATHEMATICS

The provision for mathematics is **satisfactory** overall.

Main strengths and weaknesses

- Standards in Year 6 are below average but they are beginning to rise across the school.
- Although some pupils of all abilities still underachieve there are signs that better teaching is improving the challenge given to all pupils in lessons.
- A wider range of teaching methods is improving teaching and learning.
- Assessment information is not used well enough to support those pupils who are falling behind.
- The commitment of staff to improve is good.

Commentary

46. Many pupils have above average standards when they enter the school. They have not built on the standards in recent years. Standards are now beginning to rise and are now below average in Year 6 but broadly average elsewhere in the school. This is the result of better teaching and the commitment of teachers. Teaching is satisfactory overall, and during the inspection almost half of the teaching seen was good or better. Teachers ensure problem-solving and investigative work is a regular part of lessons and this provides more challenge. As a result, pupils are interested in learning and make good progress. In the best lessons, teachers make good use of mistakes made by pupils to correct misunderstandings and this means learning is fast.
47. Teaching and learning are satisfactory overall. Teachers manage behaviour well and provide good opportunities for pupils to be involved in practical interactive activities, such as paired discussion or games which develop their knowledge, skills and understanding. Informative numeracy displays in all classes highlight relevant mathematical vocabulary and support pupils learning well. However, some teachers still expect too little of pupils and this results in some pupils making slow progress. This was the case in the unsatisfactory lesson seen.
48. The use of assessment information to meet the learning needs of all pupils is still at an early stage of development. Pupils who are falling behind have been identified, using the new tracking system but as yet no additional support has been provided. The Springboard programme in Years 3, 4 and 5, and the booster programme in Year 6 have still not been implemented, and this means that these pupils do not receive all the support they could. Higher attaining pupils in Year 6 are also not given any additional support. As a result, it is unlikely that the school will achieve its targets for 2004. Provision for pupils with special educational needs within the subject is unsatisfactory because additional support does not always relate to mathematical targets on IEPs or target the right pupils. The headteacher needs to ensure sufficient time is available to manage this support and that staff know who is responsible. The quality of provision needs to be monitored and evaluated so that improvements can be made.
49. Leadership and management of the subject are satisfactory. The action taken recently by the new subject manager, with some very good support from the LEA, is having an impact on the quality of teaching and in turn on standards. Her enthusiasm is reflected in the commitment of all staff to succeed and in the comprehensive action plan developed. She recognises the need to develop a close relationship with parents that supports learning and has some good ideas to

achieve this. However, with no regular non-contact time to monitor and evaluate teaching and provision, her ability to lead improvements is restricted.

Mathematics across the curriculum

50. There is some good use of mathematics in other subjects such as linking negative numbers to work on thermometers in science and giving verbal instructions to draw shapes in literacy. This extends pupils' mathematical understanding and helps them apply mathematical knowledge and skills. However, in general, there are too few opportunities for this. Good use is made of ICT to teach mathematical knowledge and skills and this means pupils are interested and develop good attitudes towards mathematics.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are beginning to rise in science but could be better.
- Pupils have good attitudes towards their work, especially where tasks are practical.
- There is a good quality and variety of resources.
- More use needs to be made of assessment to inform planning.
- There needs to be a more urgent focus on raising standards.

Commentary

51. Standards of attainment are lower than at the time of the previous inspection, although they are now rising. This represents poor progress since Year 2 when teachers' assessment indicated that standards were above average. Year 6 standards are higher this year, but still below the national average. This is an improvement, but still unsatisfactory achievement over all. Standards in Years 4 and 5 indicate that the trend of rising standards is continuing and is on track to come back to the national average which would be satisfactory achievement.
52. The improving performance is mainly due to improved teaching. Where teaching is of the highest standard, the management of pupils and resources are good. Pupils know what is exactly required of them and receive praise for their efforts. Teachers have high expectations for all pupils, and in the most effective lessons the work is well matched to pupils' levels of attainment. Higher attaining children are challenged and special educational needs children are well supported within lessons by support assistants who have a clear understanding of what is expected of them. Most teachers have a good understanding of how children learn, and employ a good range of teaching styles. For example, in a very good Year 4 lesson, the teacher moved from teacher input to paired work, returned to teacher-led discussion, moved to group discussion, then into a challenging activity and finally brought the pupils together and through a range of questioning strategies checked understanding and challenged the pupils' thinking. In the best lessons, teachers give pupils opportunities to tackle open-ended tasks and to initiate their own investigations. For example, in a very good Year 6 lesson, pupils were encouraged to design their own test to see which paper towel absorbed most water. This resulted in high quality group discussion and collaborative work as the pupils supported and challenged each other in striving to produce a realistically fair test.
53. The rising standards are also due to teachers using ICT to support science. For example, in an introduction relating to electrical circuits a teacher used a 'Power-Point' presentation effectively to support learning. Computer programmes are used to compliment themes from the programme of work. Work on temperature was complimented by work undertaken in numeracy within one class.

54. The revised curriculum for science is beginning to have an impact on standards. The programme provides progression and identifies key skills and knowledge for each year group. Resources are good, accessible and well organised.
55. A third factor in rising standards is pupils' improved behaviour. Pupil's attitudes to learning are good and they are committed to tasks and concentrate on them. Their behaviour is good and they show respect and care when handling and using resources. Relationships between pupils, and teachers and pupils, are good and collaborative work is of a good standard.
56. The leadership of the subject is satisfactory, but some of the targets on the action plan could focus more directly on raising standards. The co-ordinator is aware that the pace of change could be quicker and focused more directly on improvement.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision for ICT is **good**.

Main strengths and weaknesses

- Standards of attainment are improving.
- The subject has been well led and managed and there is a clear programme to develop the subject.
- Good teaching is developing basic skills well.
- There is a good range of computer work in other subjects.
- The assessment system is not yet effective in informing teachers' planning.
- The present computer suite is ill suited to its purpose.

Commentary

57. Good teaching and a full, practical curriculum have raised standards significantly in recent years. Standards are now in line with the national average. Good use is made of computers across the school, and pupils have developed skills across the required curriculum. For example, Year 3 pupils are able to alter fonts for emphasis and effect and can insert clip art pictures. Year 4 children are able to programme turtles accurately and can then model effects on a screen. Year 5 pupils can use a spreadsheet to calculate totals and input data. Year 6 children use the Internet for research into journalistic phrases.
58. Teachers also make good use of ICT in their lessons. For example, Year 5 teachers used 'Power Point' presentations to introduce a series of lessons relating to electrical circuits, and in Year 6 the digital projector was used in a mathematics lesson relating to ratio and proportion.
59. The improvement results from good subject leadership that has provided the school with a plan for the development of the subject. The subject leader has analysed key objectives based on tasks at the end of each unit of work and taken steps to address areas of weakness. Evidence of under-performance, together with particular issues or elements that have improved, are reported to staff. Reports are also prepared for senior staff and the ICT link governor, and training has been provided for all staff.
60. Pupils enjoy their work, they are willing to co-operate and collaborate with each other. They willingly share computers within the suite and happily talk about their work with each other. However, work is not always well matched to the needs of some pupils because assessment arrangements are not yet having a significant impact upon teachers' planning, and the ICT skills the pupils bring into school are not always taken into account in planning. While standards are in line with national expectations a closer examination of expectations of all groups of pupils will assist in raising standards further.

61. The present computer suite is too small and is ill suited for its purpose, and the school has done well to raise standards with such poor facilities. The plan for developing a portable wireless set of laptops will enhance provision.

Information and communication technology across the curriculum

62. Teachers use a good range of opportunities to enable pupils to apply their ICT skills in other subjects, particularly in English and mathematics; for example, drafting and redrafting letters. Year 5 pupils were able to use a digital camera when exploring aspects of a space centre. Year 4 pupils linked their work regarding Henry VIII to their computer studies. Year 3 children used a resource package to improve their musical skills. Further opportunities for exploring cross-curricular links are identified in the co-ordinator's action plan.

HUMANITIES

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Some good teaching encourages pupils to think about links between major faiths and their own lives.
- Much other work has not encouraged such thought, and standards are generally below those usually found.

Commentary

63. The quality of teaching varied significantly in the lessons seen. In a good lesson looking at the significance of remembrance, pupils were given good opportunities to think about the effect of others' action on their own lives and the notion of indebtedness. Other lessons were more straightforward, with aspects of Bible stories being taught appropriately and thought being given to their significance. In one lesson, there was no attempt to engage the pupils in any serious thought about the significance of the Bible story, and so the teaching was unsatisfactory.

64. As there has been insufficient challenge in many lessons, overall standards are below the expectations of the locally agreed syllabus. The low challenge occurs when insufficient account is taken in planning of the actual expectations laid down in the syllabus. This applies both to lessons and to the medium-term planning of topics or units of study.

History and geography

65. Work was sampled in history and geography, but it was possible to see only three lessons in history and none in geography.

66. A review of pupils' work in geography indicates that they cover the expected curriculum appropriately, but that work is not always covered in the depth required for the higher levels of attainment. This is also evident in discussion with pupils who have appropriate knowledge of the topics they have studied, but are often unable to apply that knowledge in a wider context which is the requirement of the higher levels.

67. Teaching was at least good in the history lessons seen, and two lessons were very good. Mention has already been made of the 'hot-seating' lesson where the teacher took the part of an evacuee, and the debate about the building of the railways in Nottingham. These lessons gave very good insights into important issues in those periods of history. The debate's focus on the changes that would come from the building of the new station addressed particularly well the higher expectations of the subject and so promoted some very good learning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

68. This area was not a specific focus of the inspection, but pupils' work and lessons were sampled across music, art, and physical education. It is not possible to report on design and technology, but the long-term curriculum plan indicates all aspects are covered adequately.
69. In music, pupils sing in tune and with some expression during assemblies and in lessons. For instance, Year 3 pupils were able to sing a song effectively in two parts, maintaining their own part while the other half of the class sing a different part. Standards were broadly average in the two lessons seen. The music co-ordinator and the musically talented school administrator provide interesting activities for pupils in the well attended after school music club. This improves the learning of pupils. Peripatetic music lessons and school performances further enhance provision. There is now a scheme of work for music, and this ensures pupils receive an appropriate range of activities and experiences. Links are developing with ICT. Resources are satisfactory, but there are only a few multi-cultural musical instruments and this restricts pupils' knowledge of other cultures.
70. Standards in art are broadly in line with what is expected. Pupils have reasonable opportunities to represent their ideas and experiences in a range of media, including ICT, and in a variety of ways. For example, in a Year 6 lesson pupils were keen to produce their own patterns using print, carbon paper and ICT because the work of William Morris inspired them. They evaluated the different approaches well. Year 4 pupils used oil crayons to produce portraits linked with work on Tudor times in history. Discussion of various portraits from that period enabled pupils to produce pieces of work which demonstrated a reasonable understanding of proportion as well as some of the important features of portraits.
71. It is not possible to make overall judgements about physical education because only parts of lessons in Year 6 were seen, and these were both concerned with gymnastics. In these lessons, pupils produced sequences of movements with partners, but these lacked the quality expected of this age group. This resulted from a lack of challenge in the lessons. Resources for gymnastics are limited both in quality and range. However, a good range of sports clubs are popular with pupils. These successfully extend pupils' personal development as well as their knowledge and skills of team games such as netball and football.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP EDUCATION (PSHCE)

72. It was only possible to sample provision in this area. In the lessons seen, teaching was good and pupils were helped effectively to reflect on issues of importance to themselves in a 'Circle-Time' format where pupils are given opportunity to discuss matters of importance in a setting different to the usual lessons. This programme is making a significant contribution to the improvements in attitudes and behaviour. There is good attention to aspects of citizenship in subjects such as history, where the debate about the expansion of the railways gave pupils good insights into the way public decisions affect the various parties involved. The subject is well led with a good programme that takes account of the latest guidance for citizenship, but the pace of development needs to be quicker. Then school is planning to create a School Council, and this will increase the opportunities for pupils to participate in public affairs within their own community, but the present timescale is too long.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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