

INSPECTION REPORT

RADFORD PRIMARY SCHOOL

Radford, Nottingham

LEA area: City of Nottingham

Unique reference number: 122435

Headteacher: Mr P N High

Lead inspector: Mr P Kemble

Dates of inspection: 26th – 28th January 2004

Inspection number: 260706

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:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	173
School address:	Denman Street West Radford Nottingham Nottinghamshire
Postcode:	NG7 3FL
Telephone number:	0115 915 5810
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Appropriate authority:	The governing body
Name of chair of governors:	Mr A Clark
Date of previous inspection:	5 th October 1998

CHARACTERISTICS OF THE SCHOOL

Radford Primary School is a smaller than average primary school catering for pupils aged 4 to 11 years. There are 173 pupils on roll, including eleven pupils in reception. The school draws the majority of its pupils from the immediate locality, which is one of the most socio-economically deprived areas of Nottingham. A significant minority of pupils attend from outside the catchment area as a result of the school's good reputation. Levels of attainment of children into reception are typically well below average. Ninety-three pupils (54 per cent) are eligible for free school meals, a figure well above the national average. One hundred and ten pupils (64 per cent) are from minority ethnic backgrounds, almost half of whom are from Afro-Caribbean backgrounds. Eight pupils are at early stages of English acquisition and 52 pupils speak a different language at home. Thirty-two pupils (18.4 per cent) are on the register of pupils with special educational needs, broadly in line with the national average. There is a significant number of other pupils for whom the school provides additional support. Two pupils (1.15 per cent) have statements of special educational needs, an average figure.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
7269	Mr P Kemble	Lead inspector	English as an additional language Special educational needs Science Information and communication technology Geography History
11041	Mr M Moore	Lay inspector	
17757	Ms J Willis	Team inspector	Areas of learning for children in the Foundation Stage Mathematics Art and design Music Religious education
13307	Mr M Barron	Team inspector	English Design and technology Physical education

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PART A: SUMMARY OF THE REPORT

Radford Primary School is a good school with significant strengths in provision. It provides **good value for money**. The headteacher and staff work very well as a team to promote pupils' academic and social development. Pupils benefit from high levels of inclusion, support and guidance and these contribute significantly to pupils' good achievement.

The school's main strengths and weaknesses are:

- Almost all pupils achieve well.
- The leadership of the headteacher is very good.
- The promotion of good relationships, including racial harmony, is excellent.
- Pupils' behaviour and attitudes to their work are very good; parents and pupils are very pleased with the life and work of the school.
- The quality of teaching and learning is good.
- Provision for pupils with special educational needs is very good.
- Writing skills are not promoted as well as might be expected.
- Tasks are not always matched closely enough to pupils' capabilities in some foundation subjects.
- Pupils benefit from a very good programme of extra-curricular activities.

The school was previously inspected in October 1998. Since then, improvement has been good overall, notably in information and communication technology standards, the quality of teachers' planning and procedures for monitoring and evaluating the success of the school. Improvements have led to pupils' good progress and achievement, particularly by the end of Year 6. In response to weaknesses identified in the previous report, day-to-day assessments of pupils' achievements are accurately recorded and the school now provides a daily act of collective worship.

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	D	B
mathematics	C	C	D	B
science	E	E	E	D

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

Pupils, including those with special educational needs and English as an additional language, achieve well from typically well below average levels of attainment on entry into reception. The table above shows that results compare favourably with similar schools. Children in the Foundation Stage make good progress towards the goals children are expected to reach by the time they enter Year 1 and achieve well. By the end of Year 2, reading and mathematics are below average but progress and achievement are good. Writing is well below average; progress and achievement are satisfactory. By the end of Year 6, pupils achieve well and attain average standards in mathematics, science, design and technology, geography, history, music and physical education. Standards in religious education are above average. Standards in English are below average, particularly in writing. By the end of Year 2 and Year 6, standards in information and communication technology are above average and achievement is very good.

The quality of pupils' spiritual, moral, social and cultural development is very good. Pupils' attitudes and behaviour are very good; attendance levels are satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good.

Teachers have improved the effectiveness of their lesson planning and the analysis of school and national test and assessment information which has led to good quality of learning and high expectations. However, there is work to be done in matching work more closely to pupils' needs in some foundation subjects. Basic skills are taught well in English and mathematics, but writing skills are not promoted as well as might be expected in other subjects. All pupils benefit from a broad and balanced curriculum with a strong emphasis on extra-curricular activities to extend pupils' experiences and promote their personal development.

LEADERSHIP AND MANAGEMENT

The headteacher provides very good leadership. He has led staff very effectively in creating high levels of inclusion and equality, harmonious relationships and close attention to the individual needs of each pupil. Members of staff lead and manage their areas of responsibility well. Management by governors and staff of procedures to monitor and evaluate the school's strengths and weaknesses is good. Governors carry out their duties well, although some well-managed tasks have not been incorporated into formal policies. Teamwork amongst all staff is excellent; teachers, teaching assistants and other school staff contribute significantly to pupils' academic and social development through their commitment to high standards.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The effectiveness of the school's links with parents is very good. Parents are very pleased with the work of the school, especially the standards of care, guidance and support teachers provide for their children. Pupils are very keen to come to school and report considerable satisfaction with many aspects of school life.

IMPROVEMENTS NEEDED

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

- Look for ways to use other subjects of the curriculum more effectively to promote pupils' literacy skills.
- Match activities more closely to pupils' differing capabilities in subjects other than English and mathematics.
- Ensure that the existing good procedures for child protection are formalised in a written child protection policy.
- Ensure that health and safety audits take place at regular intervals.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement in the Foundation Stage and in Years 1 to 6 is **good** for all pupils, including those with special educational needs and English as an additional language. In Year 6 and Year 2, standards in information and communication technology are **above average**. In Year 6, standards in mathematics and science are **average**, and in English **below average**. In Year 2, standards in reading, writing and mathematics are **below average**.

Main strengths and weaknesses

- Overall, almost all pupils achieve well from low levels of attainment on entry into reception.
- Pupils do not express themselves in writing as well as might be expected.
- Pupils with special educational needs make good progress towards the targets in their individual education plans.
- Pupils with English as an additional language benefit from good support in lessons and make good progress.

Commentary

1. In the Foundation Stage, children make very good progress in personal, social and emotional development and mathematical development. Progress is good in communication, language and literacy, knowledge and understanding of the world, physical development and creative development. Most will not have achieved the goals expected of them in communication, language and literacy and knowledge and understanding of the world by the time they enter Year 1. However, good teaching and effective use of assessment to match activities to needs establish very good attitudes to learning and achievement is good from low levels of attainment on entry into the reception class.

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

Standards in:	School results	National results
reading	13.5 (11.9)	15.7 (15.8)
writing	11.8 (12.2)	14.6 (14.4)
mathematics	14.6 (14.0)	16.3 (16.5)

There were 21 pupils in the year group. Figures in brackets are for the previous year.

2. In the 2003 end of Year 2 national tests and assessments, standards were well below average in reading, writing and mathematics. When compared with those of similar schools, standards in reading and mathematics were average, and writing below average. Standards of the current Year 2 pupils are above average in information and communication technology and below average in speaking, listening, reading, mathematics and science. They are making good progress and achieving well.

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

Standards in:	School results	National results
English	25.6 (25.6)	26.8 (27.0)
mathematics	25.8 (27.4)	26.8 (26.7)
science	26.3 (27.0)	28.6 (28.3)

There were 28 pupils in the year group. Figures in brackets are for the previous year.

3. Results of the end of Year 6 national tests over time show that they have risen in line with the national trend since 1999. In 2003, they were below average in English and mathematics and well below average in science. When these results are related to those that pupils attained in 1999 at the end of Year 2, the picture is much better, with above average achievement in English and mathematics; although achievement in science is below average. Challenging targets set by the school for pupils to achieve in English and mathematics were met.
4. Staff work hard at promoting pupils' self-esteem in order that they may tackle academic work with confidence and with good attitudes to their learning. The results of this approach are seen in the good achievement of pupils of all capabilities. Good teaching over time and effective use of assessment information in English and mathematics to match activities to pupils' differing needs have also contributed to the school's success in raising standards since the last inspection. The successful deployment of teachers and teaching assistants to facilitate pupils' learning in small groups has benefited pupils of all capabilities. Accommodation and resources are used well to target specific needs, for example in information and communication technology.
5. In all classes, pupils' writing is not as good as might be expected. This is because:
 - (a) pupils arrive with low levels of speaking and listening and with restricted vocabulary;
 - (b) the school has worked hard on speaking and listening but has not focused so strongly on writing;
 - (c) individual skills, such as grammar and punctuation, are often taught well but writing opportunities in other subjects have been missed, so pupils lack practice in writing at length.
6. Pupils with special educational needs make good progress towards the targets set for them in individual education plans. They benefit from high standards of care and support, excellent behaviour management procedures and very effective teamwork amongst all staff. Levels of challenge for pupils of differing capabilities are good in English and mathematics where pupils have a good awareness of their personal targets for improvement. In some foundation subjects when all pupils are set similar tasks, the work is too easy for some and too difficult for others and they do not achieve as they should.
7. Pupils with English as an additional language achieve well because of the very good support they receive from the Ethnic Minority Achievement Grant (EMAG) teacher, and the close attention teachers give in lessons to promoting appropriate and correct vocabulary.
8. In other subjects where pupils achieve well, for instance science, information and communication technology and art and design, teachers successfully encourage pupils' enjoyment of practical activities to stimulate and motivate their interest.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Pupils have developed very good relationships with others. Attendance is **satisfactory** and punctuality is **good**.

Main strengths and weaknesses

- The school promotes very good relationships and racial harmony.
- Pupils' very good attitudes towards learning help them to achieve well and make good progress in most year groups.
- The school is careful to encourage learning equally among all its pupils; this also results in good behaviour.

- Spiritual, moral, social and cultural development is very good.
- Pupils enjoy coming to school and arrive punctually.

Commentary

9. The promotion of pupils' personal development is an important aspect of the school's work and is used very effectively to develop a very positive attitude to learning. Its success is one of the main reasons why pupils achieve well.
10. Pupils' attitudes towards school are very good overall. They are keen to come to school because they are treated respectfully by all staff and lessons are frequently interesting. Most pupils want to learn and their enthusiasm was evident in the majority of lessons observed during the inspection. As a result, most pupils achieve well and make good progress. On the rare occasions when attitudes and behaviour are not so good, it is mainly because the lessons are not made interesting enough to encourage the pupils to learn.
11. Pupils are punctual, friendly and polite and eager to please. Combating discrimination of any kind is given highest priority and the school continually promotes high expectations of conduct. The impact of these arrangements is seen throughout the school. Relationships are very good. Pupils show great respect for the feelings and sensitivities of others. They have a very good understanding of the responsibilities of living together and appreciate the importance of building harmonious relationships with others, regardless of cultural differences, so that relationships are very good.
12. The promotion of pupils' spiritual, moral, social and cultural development is very good and contributes significantly to personal development. Staff promote a very clear moral code which helps pupils to distinguish between right and wrong. For instance, pupils are expected to be accountable for their actions and this approach has a major influence on the often good progress made by pupils with emotional and behavioural difficulties.
13. All pupils are encouraged to explore their feelings during assemblies and to respect the beliefs of others. For example, pupils benefited from a presentation by four pupils of how Hindus worship privately in their homes. The wide range of cultures in the school are celebrated, for instance during occasions such as Chinese New Year and Eid.
14. Pupils are provided with a range of interesting visits and visitors to the school in order to enhance their understanding of the wider world around them. Subjects such as history, religious education and art and design are used very well to further pupils' understanding of the importance of different cultural traditions. In addition, pupils are provided with a good range of interesting activities outside the school day and at lunchtimes. The school's steel band, for example, practises at lunchtime and is very popular with pupils. The standard of playing is good and a credit to the efforts of the pupils and the enthusiasm of the teacher.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	5.1
National data	5.4

Unauthorised absence	
School data	0.7
National data	0.4

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

15. Attendance is satisfactory and the school's action to promote attendance is good. The governing body sets targets for attendance and the good attendance of individual pupils is often rewarded. However, the school is well aware that a small number of families have poor attendance records and is constantly looking for ways to improve these.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	60	2	0
White – any other White background	2	0	0
Mixed – White and Black Caribbean	19	0	0
Mixed – White and Black African	1	0	0
Mixed – White and Asian	4	0	0
Mixed – any other mixed background	1	0	0
Asian or Asian British – Indian	11	0	0
Asian or Asian British – Pakistani	22	0	0
Black or Black British – Caribbean	24	1	0
Black or Black British – African	7	0	0
Black or Black British – any other Black background	2	0	0
Chinese	2	0	0
No ethnic group recorded	2	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

The quality of teaching and learning is **good** overall in the Foundation Stage and in Years 1 to 6.

Main strengths and weaknesses

- Teachers regularly make lessons interesting and motivating, establishing very good attitudes to learning amongst pupils.
- Planning for pupils to work in pairs or small groups promotes their personal development very well.
- Opportunities are missed to promote pupils' writing skills in some lessons.
- Assessment information is not always used well enough to match tasks to pupils' differing capabilities in subjects other than English and mathematics.
- Pupils with special educational needs receive very good support from teachers and teaching assistants.

Commentary

Summary of teaching observed during the inspection in 35 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	13 (37%)	15 (43%)	7 (20%)	0	0	0

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

16. The above table shows that teaching is good or better in four out of five lessons throughout the school. This is mainly due to excellent teamwork between teachers and teaching assistants, detailed lesson planning and high expectations of pupils' academic and social achievements. Staff are very successful at promoting a very good climate for learning by including all pupils in lessons and by working hard to develop their confidence and self-esteem.
17. Promotion of personal development begins in the Foundation Stage, where the quality of teaching and learning is good. Assessment information obtained soon after children start in reception is used effectively to provide good levels of challenge for children of differing capabilities, helping them to achieve well. Staff quickly develop the children's curiosity so that they ask interesting questions and participate keenly in discussions, for instance when watching sugar dissolve in water.
18. In Years 1 to 6, activities planned for pupils are often interesting and motivating. Many pupils have poor concentration skills but teachers are generally very successful at providing a variety and range of practical tasks in order to keep pupils focused on their work. National guidelines for literacy and numeracy have been adapted well so that pupils benefit from many opportunities to work in small groups with an adult. This means that pupils of different capabilities receive close personal attention and encouragement to remain on task for extended periods of time. Year 3 pupils made good progress and achieved well in a literacy lesson because of several changes to teaching methods and tasks that had been carefully planned by the teacher.
19. Although literacy skills are taught well in literacy lessons, teachers do not make enough use of other subjects, such as science, geography, history and religious education, to promote and extend pupils' writing skills.
20. The quality of pupils' learning is at its best when they work in groups with an adult. Teachers and teaching assistants liaise very well in providing similar experiences for pupils in groups as lessons progress so that opportunities are equal to all. Year 2 pupils made good gains in their knowledge and understanding of two-digit numbers because they worked in ability groups with particular objectives planned for each group. In this lesson, the quality of teaching and learning was not so effective in the whole-class sessions because several pupils with emotional and behavioural problems were not receiving so much individual attention and they became restless as a result. Regular use of short discussions with a partner helps pupils to think about their learning. This method was characteristic of virtually all the lessons seen during the inspection and was successful in maintaining concentration and effort, especially during whole-class sessions.
21. Levels of challenge for pupils of differing capabilities are best in literacy, numeracy and information and communication technology lessons. In some other lessons, for instance in geography, history and religious education, the tendency for teachers to plan the same activities for all pupils in lessons means that average and, especially higher attainers, are not sufficiently challenged by the work.

22. The quality of teaching and learning for pupils with special educational needs is good overall. The special needs co-ordinator organises support for pupils very well, ensuring that activities in teachers' planning are linked to targets in individual education plans. Information from assessment procedures is used very well to focus activities closely on pupils' needs and they make good progress as a result. The management of pupils' behaviour is often excellent. For example, when Year 4 pupils with significant behavioural difficulties exhibited disruptive tendencies during a mathematics lesson, staff implemented agreed procedures swiftly and smoothly with minimal disturbance to other pupils' learning.

The curriculum

Curriculum provision is **good**, with strengths in the provision for pupils with special educational needs and extra-curricular activities.

Main strengths and weaknesses

- Provision for pupils' personal, social and health education is very good.
- Provision for pupils with special educational needs is very good.
- Other subjects of the curriculum are not used well enough to develop pupils' writing skills.
- The curriculum is enriched through visits and learning initiatives which contribute very well to pupils' achievement.

Commentary

23. The curriculum provided for children in the Foundation Stage is good and offers a broad range of stimulating activities to meet pupils' individual needs. Provision has improved since the previous inspection; the recently added large outdoor apparatus is used well. Organisation and teamwork are very good so that time and resources are used very effectively to develop children's literacy and mathematics skills and prepare them well for entry into Year 1.
24. Curriculum provision in Years 1 to 6 has improved since the previous inspection with worthwhile opportunities in all subjects. Provision is broad and balanced and all the requirements of the National Curriculum, the locally agreed syllabus for religious education, drugs awareness and sex education are fully met. National guidelines for literacy and numeracy have been implemented effectively. This has contributed significantly to the steady rise in standards since the previous inspection, although opportunities to encourage the development of pupils' writing skills in subjects, such as science, geography, history and religious education, are missed. Provision for information and communication technology has improved very well and its use to support other curriculum subjects is developing rapidly. Pupils' standards have risen as a result.
25. The school uses curriculum subjects to promote pupils' personal development well. For example, in addition to timetabled personal, social and health education lessons, and group discussions, called circle times, reception children and pupils in Years 1 and 2 have individual targets relating to personal and social behaviour and attitudes. All staff expect pupils to co-operate and to work collaboratively in group activities and whole-class sessions, supporting each other and showing respect for others' feelings and opinions. Staff provide very good role models to which pupils respond well. There is a very strong and effective focus on anti-racism and pupils of all cultures and faiths are taught to respect and value each other's beliefs.
26. The school effectively ensures that all pupils have equal access and opportunity within the curriculum. Pupils with special educational needs are very well supported by teachers and teaching assistants, both within the classroom and in small withdrawal groups. Work is planned effectively to meet their needs and to enable them to access the curriculum in whole-class situations. Provision is particularly effective in the way pupils with emotional and

behavioural difficulties are helped to modify their behaviour. Pupils with English as an additional language benefit from the individual attention of specialist staff and class teachers, enabling them to take a full part in curriculum activities.

27. Staff have worked hard since the last inspection to extend provision for extra-curricular activities as part of the promotion of pupils' personal development. Links with external organisations, such as the local education authority's Creative Partnership, successfully extend pupils' experiences by providing stimulating dance and art-related activities linked to the curriculum.
28. Well-planned visits linked to class projects, and visitors to the school, make a significant contribution to pupils' achievements. For example, older pupils visited an art exhibition and attended workshops led by a local artist. Year 6 pupils took part in a project to make short animated films using Plasticine figures. The school provides a good range of after-school clubs covering music, sport and other curriculum areas, including a well-attended language club to familiarise pupils with European languages.

Care, guidance and support

The provision for pupils' care, guidance and health and safety is **good** overall. Pupils have **very good** access to well-informed support, advice and guidance.

Main strengths and weaknesses

- Pupils have a very good and trusting relationship with adults in the school.
- The involvement of pupils through seeking, valuing and acting on their views is good.
- The school gives very good support, advice and guidance to pupils.
- The school has satisfactory procedures to ensure that pupils work in a healthy and safe environment.

Commentary

29. All staff know pupils very well; their pastoral progress is monitored on a regular basis and their academic progress is carefully assessed. Staff use this information to ensure that pupils are looked after in a happy environment and that they have very good access to well-informed support, advice and guidance. As a result, relationships between pupils and adults in the school are very good and these make a significant contribution towards pupils' good achievement.
30. Induction arrangements for pupils are very good. School staff visit all potential pupils at home and parents are invited to an admission meeting to meet staff at a 'taster day'. Parents are invited to stay with their children during their first few days of school life. As a result of these sensitive arrangements, children very quickly settle into school routines and make good progress.
31. Pupils with special educational needs receive high levels of support. They are integrated very successfully into the life of the school and their progress is well monitored; individual learning plans are of a good standard. Parents are invited to regular reviews of their children's progress.
32. The school has good arrangements for the involvement of pupils through seeking, valuing and acting on their views, for example in decisions about how to refurbish the school playground and in contributing to school rules. Because of the strong relationship children have with teachers, they are able to give their opinions which are valued. Personal, health and social education lessons are used effectively as vehicles for class discussion. Pupils are appointed as school helpers, class monitors and are involved in fundraising activities for

charities. Pupils interviewed during the inspection week confirm that they felt their views were valued and taken into account, they enjoyed coming to school and felt they were well supported by staff.

33. The headteacher is well aware of his role as the child protection officer and has received appropriate training. All other members of the teaching and non-teaching staff have been suitably trained and procedures are good. The good procedures have not been formally adopted in a written policy, a point raised in the previous report.
34. Health and safety procedures are satisfactory. The school has appropriate risk assessment procedures in place for school visits, maintains satisfactory records of accidents to pupils and has an adequate number of suitably qualified first-aiders. However, a formal health and safety survey has not been carried out since August 2001.

Partnership with parents, other schools and the community

Links with parents are **very good**. Links with the community, other schools and colleges are **good**.

Main strengths and weaknesses

- Staff place a strong emphasis on good relationships with parents.
- The school has very good procedures to ensure satisfaction and to deal with any concerns or complaints.
- The school provides very good information about pupils' standards and progress.
- Pupils benefit from the school's involvement with other schools and the local community.

Commentary

35. Staff and governors give a high priority to developing and maintaining positive relationships with parents. For instance, staff help parents who have difficulty with the English language to complete official forms and sometimes visit parents in their homes to discuss issues related to their children's education. The school has appointed an Amber Worker (Adult Minorities Breaking Education Restrictions) who works with every parent at the school to identify their personal needs for education and arranges, if necessary, courses to help them progress and help their children. Her work is much appreciated by parents.
36. As a result of these and other helpful arrangements, parents express considerable satisfaction with the life and work of the school. For example, the overwhelming majority of parents who responded to the pre-inspection questionnaire thought they were well informed about how their children were getting on, were comfortable about approaching the school with questions, a problem or complaint and felt staff treated their children fairly. They think the school is well led and managed and seeks their views, taking into account their concerns or suggestions. The inspection findings confirm these positive views.
37. A key factor in the school's very good links with parents is the 'open door' policy. Parents have open access to the school at any time if they wish to discuss their children's progress. If staff have any concerns, they contact parents immediately. The school warmly welcomes parents into school and a number of them come in on a regular basis contributing well to pupils' progress, for instance in reading, numeracy and project work.
38. The quality of information provided for parents is good and helps them to support their children's learning at home. For example, annual reports are very well produced and informative and parents appreciate the detail they contain. Parents' evenings are well attended with good opportunities for parents to look at their children's work. The school newspaper 'Forum' is produced on a regular basis and contains well-written information about school activities and events that the school promotes. The school brochure is very well produced, giving full information about the aims and ethos of the school. In addition, the

school has produced a parents' handbook giving a variety of useful information for parents of new pupils. The governors' annual report to parents is well prepared, of good quality and contains all statutory information.

39. Links with other schools and colleges are good. Teachers have regular contacts with colleagues from local primary and secondary schools which help them to strengthen subject knowledge and to provide pupils with a smooth transfer to the next stage of their education.
40. Pupils benefit academically and socially from the school's close links with the community. For example, pupils make termly visits to local places of worship such as temples, synagogues and mosques. Students from Nottingham University come into school to support reading, information and communication technology and practical activities. Pupils go to the Afro-Caribbean Family and Friends Group for music lessons. The annual Radford Carnival is held on school premises and makes a significant contribution to pupils' cultural development.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are **good**. The headteacher's **very good** leadership has established a vision and clear sense of purpose. The governance of the school is **good**.

Main strengths and weaknesses

- The headteacher's very good leadership has played a key role in developing all aspects of school life.
- The school is very successful in considering the needs and expectations of all the pupils, parents and staff in all aspects of its work.
- Governors have an active role in the affairs of the school and have a realistic idea of what the school does well and what needs to be improved.
- Finances are managed very effectively and expenditure linked very well to educational priorities.
- Very good procedures to support new staff enable them to quickly become valued members of the school community.

Commentary

41. The school has made good progress since the previous inspection as a result of good overall management and the very effective leadership of the headteacher. He leads staff very well in trying to ensure that all pupils are provided with opportunities to achieve well. He has built an effective team of staff who share his clear sense of purpose. Together, they have been instrumental in establishing a school ethos in which the achievements of pupils, regardless of their backgrounds, ethnicity or gender, are celebrated.
42. All staff respect and value diversity and successfully promote equality and inclusion. A significant factor in the school's success in creating harmonious relationships is a feeling that individuals matter. Pupils are respected members of the school community and, as a result, have positive attitudes towards learning.
43. There is a sense of togetherness and team spirit within the school and teachers and other adults work well to provide pupils with relevant learning opportunities. Staffing is stable and newly qualified teachers are supported well. New members of staff integrate quickly into school life because of innovations such as the 'buddy system', in which new teachers are

paired with longer serving staff members to help them settle in. This promotes an atmosphere of openness and, as a result, staff work effectively in a friendly environment as a whole-school team, sharing knowledge, expertise and concerns.

44. The school is managed well by the headteacher and senior staff. Monitoring of pupils' performance in English and mathematics is used to identify areas requiring improvement but monitoring of pupils' progress in other subjects is still an area for further development. Management of individual subject areas is good overall. The special educational needs co-ordinator and the co-ordinator of the provision for ethnic minority pupils make significant contributions to the high levels of inclusion in the school.
45. Provision and standards in all subjects are reviewed on a regular basis. The information gathered is used well for future school improvement planning. Consequently, the school development plan is clear and well constructed. It focuses on achievable but challenging targets linked effectively to continuing professional development of staff and their performance management targets.
46. Members of the governing body provide good support to the work of the staff. Individual governors are linked with subject co-ordinators in order to gain a better awareness of standards and provision in different areas of the curriculum. Co-ordinators report to the governing body on a regular formal basis. As a result, governors have a clear understanding of both the school's strengths and areas for future development. Governors have ensured that the criticisms of the previous inspection, regarding the school then not meeting all statutory requirements, have now been fully addressed. However, governors have still to formally adopt child protection procedures in a written policy.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	575,400	Balance from previous year	38,995
Total expenditure	528,500	Balance carried forward to the next	46,900
Expenditure per pupil	2,936		

47. Financial management and administration are very good. The priorities in the school development plan are used effectively to help guide the setting of the budget, which is very carefully monitored throughout the year. Best value principles are central to the management and use of resources.
48. Very good and innovative use is made of specific grants and other available funding to improve the quality of education provided for pupils. For example, the impressive new sports hall was built and equipped with funding mainly from outside sources and has been well used to enhance curriculum provision. Even so, the governors and headteacher realise that hard decisions may have to be made in the foreseeable future because of possible falling roles and understand fully the possible implications on standards.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

49. Provision for children in the Foundation Stage is **good** overall. This is similar to the findings of the previous inspection but provision for personal, social and emotional development and mathematical development has improved and is now very good.
50. Places in the reception class are available for children from the September after their fourth birthday but some join the class later in the year. Children start school with attainment that is well below average overall. Children achieve well in all the areas of learning; achievement in personal, social and emotional development and in mathematical development is very good. Good achievement is the result of good teaching and effective support. Activities are well planned across all six areas of learning and children's progress is carefully monitored so that activities and experiences are tailored to individual needs.
51. Provision is well led and managed. The Foundation Stage co-ordinator, absent on maternity leave during the inspection, has developed good systems of assessment and observations to track children's progress and these were being used effectively by the teacher and teaching assistant during the inspection. She has good plans for the future development of provision which include strengthening the already good home and school working relationship with parents and the possible development of a Foundation Unit to provide nursery places. Accommodation and resources are good and the deficiencies in provision for children's physical development identified in the previous inspection have now been rectified.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision for children's personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Achievement is very good.
- Children behave very well and have very good attitudes to learning as a direct result of the high expectations and very well-planned learning activities.

Commentary

52. Children are on course to meet many of the expected goals related to personal and social development by the time they enter Year 1 as a result of good teaching and high levels of care.
53. Children come happily to school and settle very well to the activities provided for them, choosing independently and showing good levels of concentration and involvement. Most are happy to play alongside other children and are making very good progress in learning to share equipment and take turns. They form good relationships with familiar adults and with each other but only three or four children display the confidence and imagination to lead play activities. Most children dress and undress independently.
54. Behaviour is very good. Teaching staff constantly reinforce the expected way of working and behaving. Individual targets relating to personal and social development help children to achieve very well in accordance with their own needs. A good balance of teacher-directed and free choice activities ensure that children are prepared well for the next stage of school. Children with English as an additional language make very good progress in acquiring an understanding of language because of the positive encouragement and good role models of the teaching staff. During the inspection, the teacher and the whole class celebrated the

achievement of one girl who had just read her first book, having joined the class at the end of the previous term unable to understand or speak English.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning of early reading and writing skills are good and children achieve well.

Commentary

55. Children enter school with skills that are well below average and make good progress throughout the reception year. As a result of good teaching, although they will not have achieved the expected goals by the time they enter Year 1, standards are likely to have risen to below average overall in speaking and listening and early reading and writing skills.
56. Children listen with close attention and obvious enjoyment to stories and are beginning to respond by joining in and making comments. Approximately half the children express their ideas using complete sentences and higher attaining children use language appropriately to organise activities with others and to explain what they are doing. The teacher and teaching assistant model question and answer responses well to promote communication skills.
57. Children enjoy looking at books and sharing them with adults and each other. The teacher reads with good expression and encourages children to understand that books are interesting and exciting so that they are eager to look at the books on their own. Higher attaining children re-tell a story using the pictures as a guide but many children cannot follow the sequence or describe what is happening in the pictures. Standards in reading are well below average but children make good progress in learning letter sounds and are beginning to identify letters and initial sounds in words. They suggest rhyming words but have difficulty in identifying the words that rhyme in text.
58. Children's standards in writing are below average but they achieve well in learning to form letters because of the good support given by the teacher and teaching assistant in small group activities. Higher attaining children write their own name although most of them still use some capital letters inappropriately. They enjoy writing in role-play and the area set out as a post office was used well during the inspection by children to write 'notes' to send home.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Teaching is very good because of the many opportunities taken to involve mathematics in other aspects of children's learning.
- Children make very good progress in learning to count and in using mathematical language.

Commentary

59. Standards are below average overall but children achieve very well and are on line to meet most of the expected goals by the time they enter Year 1. This is because of the very good and well-focused teaching. Staff skilfully take advantage of children's enjoyment of practical activities to encourage familiarity with numbers. Teachers use many opportunities throughout the day to reinforce counting skills and interesting games and activities promote learning well.
60. Children's understanding of number is at an early stage and they are not yet able to carry out simple practical calculations of addition and subtraction. Children make very good progress in learning appropriate language to describe position and most identify circles, squares and rectangles.
61. In a very good lesson, children made very good progress in learning number rhymes and using their fingers to count and enjoyed a game. Teaching was very effective in developing accurate counting and in encouraging children to co-operate in learning. Most children recognise the numbers and count accurately to ten. Work in books shows that they make good progress in learning to write numbers correctly. Children's understanding of number is at an early stage and they are not yet able to carry out simple practical calculations of addition and subtraction.
62. During the inspection, children made very good progress in learning appropriate language to describe position by arranging pictures of toys on shelves. The teacher used questioning well to help them understand position by asking children where they were sitting and encouraging the use of vocabulary such as 'next to', 'behind' and 'in front of'. The teacher and teaching assistant used mathematical language to good effect to promote children's understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- A wide range of interesting and stimulating activities promote learning well.
- Children make good progress in using information and communication technology.

Commentary

63. Children enter school with well below average levels of general knowledge and awareness of the world. The quality of teaching is good. Well-planned topics and activities across a range of contexts capture children's interest and promote learning well, leading to good achievement. Consequently, children make good progress and, although they are not likely to have achieved the expected goals by the time they enter Year 1, standards are likely to be below average overall.
64. Staff work hard to plan interesting and motivating activities. For instance, children made good progress in their understanding of materials and how they change when water is added. They explored wet and dry sand and observed the differences and blew bubbles with a mixture of paint and liquid soap to produce coloured patterns on paper. They enjoyed the activities and participation in discussion was good.
65. There is a strong emphasis on learning about other cultures. Children were eager to tell the inspector about the Chinese New Year and show pictures of dragons in books. They sampled Chinese food and played in the home corner with chopsticks and bowls. Children coloured in Diwali patterns and higher attaining children explained that Hindus hang them outside their doors to welcome the gods.

66. Development of skills in information and communication technology is well planned. Free choice activities usually include a program on the computer and teaching staff monitor usage and progress carefully to ensure that all children have equal opportunities to develop their learning. Regular guided activities are well led to teach the skills. As a result, children make good progress in learning to control the mouse and use the keyboard.

PHYSICAL DEVELOPMENT

Provision in physical development is **good**.

Main strengths and weaknesses

- Good opportunities are provided to develop children's confidence, co-ordination and imagination in movement.
- Children's awareness of the space around them is well below that expected for their age.

Commentary

67. Standards overall are below average but, as a result of good teaching, children are on line to meet some of the expected goals relating to movement and the use of climbing equipment by the time they enter Year 1. A good range of outdoor resources are well used and effective opportunities are planned for children to practise and develop their skills in climbing and moving in different ways.
68. In a physical education lesson, children explored different ways of travelling on apparatus and worked well in pairs to copy each other's actions. They demonstrated good co-ordination and climbing skills but did not use the space well and often got in each other's way despite the small number of children in the class.
69. In a very good dance lesson, led by a teacher from the Creative Partnership Initiative, imaginative and stimulating teaching inspired a group of eight children to move in interesting and creative ways and to develop good control over their movements.
70. Good opportunities are planned for children to develop their control of small tools and equipment. They achieve well in developing pencil control and in skills of cutting out, sticking with glue and using a paint brush because of the good quality support offered in small group activities.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- Children achieve well because of the good range of activities provided which encourage them to use their imagination in a variety of ways.

Commentary

71. Standards overall are below average but, as a result of good teaching, children are on line to meet some of the expected goals by the time they enter Year 1. Planning indicates a wide variety of creative activities to develop children's imagination and creative skills effectively.
72. Children achieve well in learning to use their imagination in a variety of different ways and in exploring colour, texture and shape in their artwork. Children were observed carefully using paint and strips of black paper to create paintings in the style of the artist Mondrian. The good support and explanations by the teaching assistant ensured that children had a good understanding of the form they were trying to create and they took great pride in their finished work. Children enjoy role-play in the home corner and took part with great enthusiasm in a creative dance lesson.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are below the national average overall for all groups of pupils.
- Standards of written work of Year 1 and Year 2 pupils are well below average.
- Almost all pupils achieve well in speaking, listening and reading.
- Attitudes towards the subject are good.
- Opportunities to promote writing skills in other subjects are missed.
- The quality of older pupils' handwriting is unsatisfactory.
- Information and communication technology is used well to support learning in literacy.

Commentary

73. Pupils' standards are below the national average in Year 2 in reading, speaking and listening and well below in writing. By Year 6, standards are close to the national average in reading, speaking and listening and below average in writing. Achievement overall is good. Pupils enter the school with well below average language skills and make good progress as a result of the consistent approach throughout the school to teaching literacy and the effective use of assessment procedures to plan challenging activities.
74. The quality of teaching and learning is good overall. A strong emphasis on helping pupils to develop their literacy skills through purposeful and enjoyable activities is proving effective. The National Literacy Strategy is used well to promote good achievement. In a Year 3 literacy lesson, all pupils made good progress because the lesson was very well structured, activities were matched effectively to previous learning and pupils were constantly encouraged to do their best. Expectations were high and the work set was challenging but achievable. The pace of the lesson was brisk and pupils were attentive and interested in what they were doing. In lessons where teaching is less successful, activities are less challenging and the quality of learning is affected by poor behaviour from a small minority of pupils.
75. An approach to teaching literacy through supervised group work is very effective and enables all pupils to be involved in learning. The contribution this approach makes to pupils' moral and social development is very good. Class teachers, teaching assistants and adult volunteers help to raise pupils' attainment through the use of carefully matched work and good support and encouragement. Pupils requiring extra help receive good quality targeted support outside lessons and this also helps them to achieve well. Consequently, attitudes to the subject are

good and all pupils, including those from minority ethnic groups, pupils with special educational needs and higher attaining pupils, achieve well.

76. The school has appropriately identified improvement in writing standards as a priority area for development. Pupils in Years 1 and 2, including those with special educational needs and English as an additional language, use a limited range of vocabulary in their written work and tend to spell simple words incorrectly. Their handwriting, whilst legible, is not always accurate or consistent and sentences have a simple language structure. Basic punctuation is often inaccurate and the presentation of work is of a variable quality.
77. By Year 6, the standard and presentation of pupils' work have improved and with evidence of good achievement resulting from good teaching. Whilst overall attainment is still below average, a majority of pupils communicate effectively and the work of higher attaining pupils is often lively and thoughtful. Even so, presentation of work is not always of an acceptable quality and the overall standard of handwriting is below that expected for this age group.
78. Many pupils enjoy reading and achievement is good. This is because a well-structured reading programme is in place and there are opportunities during the school day for pupils to engage in reading activities. Book areas in classrooms are well organised and the school library is stocked with an interesting range of books. However, because pupils enter the school with well below average language skills, by Year 2 few read accurately and with understanding, for instance, of the plot and how the actions of different characters affect the story line. Many find giving reasons as to why they like the work of different authors quite difficult.
79. Teachers and teaching assistants work hard to help pupils to extend their vocabulary and pupils are given regular opportunities to improve their speaking and listening skills in lessons. For example, they are encouraged to explain, describe, discuss and ask questions but many find this difficult. Despite these good procedures, many younger pupils find conversing with adults and other groups of pupils difficult. By Year 6, a minority of pupils have developed the ability to speak with confidence and to enter into discussions well and communicate effectively but a significant number of pupils have still not developed confidence in their ability to communicate verbally.
80. The subject is well led and managed by the co-ordinator, who has a good idea of the strengths and weaknesses. She is very aware of the need to concentrate on developing writing skills and to raise teachers' expectations of what pupils can achieve. She displays a clear vision and sense of purpose and works well with other staff to put improvement strategies into practice. This has resulted in improvement in both provision and pupils' achievement since the last inspection.

Language and literacy across the curriculum

81. Teachers' planning emphasises the importance of developing language and literacy skills through other subjects. However, opportunities to promote and improve pupils' writing by linking skills learned in literacy lessons with activities in other subjects, such as science, geography, history and religious education, are missed. Information and communication technology is used particularly effectively to develop writing skills and literacy is taught well as a specific subject in the computer suite.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching is good.
- Pupils have good attitudes to learning.
- Teaching assistants and the special educational needs co-ordinator provide effective support.
- The subject is well led and managed.
- Pupils are not sufficiently or consistently encouraged to explain to others how they work out answers or to consider different methods of working out problems.

Commentary

82. Pupils' achievement is good throughout the school from well below average levels of attainment on entry into reception. Current standards in mathematics are below average in Year 2 and close to the national average in Year 6. Standards have improved since the previous inspection and are likely to reach the national average by the end of Year 6.
83. Good achievement is directly related to good teaching. Examples of very good teaching were seen in Years 1 and 4. Lessons are well planned to build on previous learning and teachers use explanations and questioning well to reinforce understanding. In the best lessons, teachers use interesting and challenging activities to ensure pupils' full involvement in the tasks. For example, in a Year 6 lesson on fractions, pupils played a game which involved the use of improper fractions to calculate how many biscuits could be won. The game required pupils to solve challenging calculations and reinforced their understanding well as a result.
84. Teachers use the subject well to promote pupils' personal development and this has a significant impact on pupils' achievement. They encourage pupils to work together and to support each other in their learning, successfully promoting their moral and social development. The success of these methods was seen in a Year 1 lesson. Pupils made very good progress in their understanding of sorting objects using interactive software on computers. They worked well in pairs of mixed ability, supporting and developing each other's learning. The teacher's high expectations and very good explanations helped all pupils to achieve well.
85. The subject co-ordinator leads and manages the subject well. She is committed to raising standards and promoting pupils' achievement. A useful analysis of pupils' assessment results has provided a clear focus for the development of teaching and learning. The co-ordinator has appropriately identified investigative work and problem-solving as an area for development. Work in books shows this is well addressed with older pupils and that younger pupils have been given appropriate problems to solve. However, pupils are not sufficiently encouraged to discuss different ways of solving problems or to explain their working out. There is often too great an emphasis on teaching and reinforcing a single method rather than on developing pupils' understanding and thinking skills through discussion and sharing ideas in whole-class sessions.
86. Teaching assistants and the special educational needs co-ordinator provide good support for pupils' mathematical development, both in the classroom and in small withdrawal groups. Their expertise, enthusiasm and understanding contribute significantly to pupils' achievement, especially those with special educational needs and English as an additional language. Their work is particularly effective in helping pupils with emotional and behavioural difficulties to sustain concentration and effort and to be fully involved in similar activities to the rest of the class. Five Years 3 and 4 pupils were seen making good gains in their knowledge and understanding of two-digit numbers because of the teaching assistant's immense

patience and her skill in varying the range of activities. Consequently, pupils sustained their concentration and effort for nearly an hour.

Mathematics across the curriculum

87. Daily mathematics lessons are based soundly on the National Numeracy Strategy. Mathematics is used appropriately in other areas of the curriculum. For example, science work includes a range of measurements and use of charts, graphs and tables. Information and communication technology is used effectively to present mathematical data in different ways.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good.
- The subject is used very effectively to promote pupils' personal development.
- Pupils benefit from a strong emphasis on investigations and experiments in all classes.
- Expectations of how much written work pupils produce are not high enough.
- Pupils' speaking and listening skills are promoted very effectively.

Commentary

88. Standards of attainment by the current Year 6 pupils are average. These are an improvement on the 2003 national test results at the end of Year 6 which were well below the national average. The impact over time of teachers' strong emphasis on planning interesting and motivating investigations and experiments is helping pupils to acquire a wide range of knowledge and skills across the required areas of learning. Most pupils are well challenged by their tasks. As a result, pupils of all capabilities make good progress and achieve well. Standards of attainment by the current Year 2 pupils are below average but they make good progress and achieve well.
89. The quality of teaching is good overall in Years 1 to 6 and is one of the main reasons why pupils learn so well. Teachers are skilful at using activities to promote pupils' personal development by encouraging paired and group discussions and the sharing of views and opinions in whole-class discussions. Pupils are given effective opportunities to make choices and decisions when tackling investigations, developing confidence and self-esteem. For example, Year 3 pupils made good gains in their skills of planning an investigation as they discussed with each other how to test a selection of rocks for suitability as building materials.
90. The quality of pupils' learning is significantly enhanced by excellent teamwork between teachers and teaching assistants. Pupils benefit from learning in small groups with an adult in most lessons. Teachers vary the composition of groups in order to focus on particular pupils. Year 6 pupils achieved well because three members of staff supported their learning. Pupils worked with good levels of independence but were able to refer to the adults when necessary. They made good gains in their knowledge and understanding of how to make investigations fair as a result.
91. Lessons are characterised by many opportunities for pupils to talk about their work and these make a significant contribution to the development of their speaking skills. Pupils with English as an additional language benefit particularly from listening to their peers and from responding to their teachers' effective use of questioning, encouraging their participation in discussions. Levels of discussion were good amongst groups of Year 4 pupils as they talked

enthusiastically about the criteria they might use to sort a selection of animals, birds and insects and made good gains in their understanding of classification as a result.

92. Teachers have successfully developed very good attitudes amongst pupils to science because of interesting activities and participation through discussion. However, there is imbalance between the use of speaking and writing skills. A study of pupils' past work shows that teachers do not encourage pupils to write as much as might be expected. Results of investigations and experiments often include the recording of data such as temperature, time and measurement, but recording of predictions and conclusions drawn from results is limited, particularly amongst higher attaining pupils.
93. The co-ordinator provides good leadership and management. She has successfully encouraged teachers to plan more practical activities in lessons and this has led to a good improvement in pupils' attitudes and behaviour. She is currently leading staff well in a review of the subject scheme of work with the intention of promoting closer links between skills common to other subjects such as writing, problem-solving and interpreting data.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards in Years 1 to 6 are above those expected.
- Staff training has increased expertise and has led to a good improvement in the quality of teaching and learning.
- Pupils' attitudes to their work are very good.
- Effective cross-curricular links are made between ICT and other subjects.
- Pupils with special educational needs benefit from teachers' effective use of ICT and they make good progress.

Commentary

94. Governors and staff have worked hard since the last inspection to improve staff expertise and the provision of hardware and software, resulting in a significant improvement in standards. Members of staff make very good use of the ICT suite and the good range of computers in other parts of the school. Pupils benefit from effective teaching of basic skills based on a good quality scheme of work. Standards in Year 2 and Year 6 are now above expectations, learning is good and all pupils achieve very well.
95. Teachers are successful in taking advantage of most pupils' preference for practical rather than written tasks by encouraging regular use of ICT equipment. As a result, pupils' attitudes are very good. They tackle activities with enthusiasm and behaviour in lessons is invariably very good. These qualities are one of the main reasons for pupils' very good achievement. For example, Year 1 pupils made good gains in their knowledge and understanding of the properties of two- and three-dimensional shapes because of their confidence and enjoyment when working with computers and using an interactive whiteboard.
96. Teachers make effective links with other subjects of the curriculum. For instance, Year 2 pupils made good progress in their ability to extract information from a text as they studied pictures and writing on a website about the Great Fire of London. The teacher had produced worksheets of good quality that focused pupils' attention on key historical facts as well as helping them to scan text and identify relevant information. Year 4 pupils extended their knowledge and understanding of scientific classification as they wordprocessed key questions in a data handling exercise.

97. The result of good teaching combined with pupils' enthusiasm for their tasks is above average levels of skill. Lessons are characterised by the quick and efficient way that pupils of all ages log on to the Internet, move words and pictures around the screen, edit and save their work. Virtually all pupils handle the keyboard and the mouse with great confidence from an early age. Many older pupils use two hands to type when wordprocessing text. Consequently, lessons move at a good pace and pupils try hard to achieve the high standards set.
98. Teachers use ICT well to help pupils with special educational needs make good progress towards the targets in their individual education plans. Activities are adapted to provide appropriate levels of challenge for these pupils. For example, a young autistic pupil was fully included in a lesson in the computer suite because of the suitability of the task and the very good support given by a teaching assistant.
99. The co-ordinator leads and manages the subject well. With significant support from governors and the headteacher, she has helped to raise levels of staff expertise. A key factor in this process has been the appointment of a part-time specialist ICT teacher who works with all classes and pupils benefit from her considerable expertise and high expectations.

Information and communication technology across the curriculum

100. The use of ICT across the curriculum is good. It is used well to support subjects such as literacy, numeracy and humanities. Pupils have access to computers during lunchtimes each day, giving many pupils the opportunity to continue work from lessons to practise and refine skills.

HUMANITIES

101. In humanities, work was sampled in geography, history and religious education, with only two lessons seen in religious education and one in history. It is therefore not possible to form an overall judgement about provision in these subjects. There is every indication from pupils' work that standards are at best average in geography and history, and above average by Year 6 in religious education, an improvement since the last inspection.
102. In **geography**, evidence from pupils' past work, work on display and discussions with pupils indicates that they make satisfactory progress in developing a range of knowledge about the local area, different parts of the world and climatic features. Pupils have well-planned opportunities to study the local area. A display of work in Year 1 showed effective use by pupils of digital photography and interviews with people who work in the school to learn about their local environment. Year 5 pupils compare and contrast Radford with a rural Nottinghamshire village.
103. In **history**, evidence from talking to pupils and looking at their past work shows that they find difficulty with recalling knowledge and facts about historical periods they have studied. They are keen to learn more about the past and have positive attitudes to the subject but the depth of knowledge and understanding of many pupils is limited.
104. Teachers' planning shows that much use is made of key questions to promote research and enquiry skills. This is because a weakness has been identified in pupils' ability to use information to, for instance, draw conclusions about life in the past or identify similarities and differences between contrasting localities. Action taken to improve this skill is beginning to have an impact on standards, particularly in Years 3 to 6. For instance, Year 6 pupils benefited from a well-planned series of lessons about life in Victorian times. Good links were made with literacy as pupils prepared points to use in a debate featuring rich and poor people and by taking notes during research into the life of Lord Shaftsbury.

105. In **religious education**, pupils achieve well to reach standards that are above average in their understanding and comparison of different faiths by the end of Year 6, good improvement since the previous inspection. In a Year 5 lesson based on the Hindu story of Rama and Sita, pupils understood the heroism displayed by Rama and identified people from different cultures and faiths who had behaved heroically and gave reasons to support their choices. Suggestions included Mahatma Gandhi, Martin Luther King, Nelson Mandela and fire fighters in the rescue operation at the World Trade Centre on September 11th.
106. Year 6 pupils learned about the religious significance of a pilgrimage and compared the Hindu pilgrimage to the Ganges with the Islamic pilgrimage to Mecca. Pupils of the two different faiths talked about the significance of the pilgrimage in their own religions and the rest of the class listened with respect and interest and made good gains in their knowledge and understanding as a result.
107. A good scheme of work builds upon the guidance in the locally agreed syllabus and a nationally accredited scheme to provide units of work that are relevant and meaningful to pupils. Assemblies have linked themes which are well developed in class lessons. Teachers are successful at relating learning to the wide range of cultures and faiths represented in the school. As a result, pupils feel that values and beliefs are respected and have confidence to take part in discussions.
108. Work in books does not reflect the good understanding that pupils display in discussion. The subject is used well to promote pupils' literacy skills by providing opportunities to use writing for a purpose that has meaning and relevance to them. However, opportunities are missed to promote extended writing, especially that of higher attaining pupils.
109. A very good range of visits, visitors and residential experiences successfully extends pupils' experiences in all three subjects. Also, teachers in all classes are using information and communication technology well to encourage thinking and questioning skills. However, a successful focus over time on promoting speaking and listening skills in geography, history and religious education lessons has led to opportunities to promote pupils' writing skills being missed.
110. Lessons are often whole-class in method with little variation in the tasks tackled by pupils of differing capabilities. Although teaching is often enthusiastic and motivating, with well-targeted support for special educational needs, lower attaining and English as an additional language pupils, this means that average and higher attaining pupils in particular are sometimes not sufficiently challenged by their tasks.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

111. Only one lesson was seen in art and design, design and technology and physical education and no lessons were seen in music. It is therefore not possible to make a secure judgement about provision in these subjects.
112. In **art and design**, evidence from work on display and teachers' collections of pupils' work indicates that pupils benefit from a wide range of opportunities to practise and refine skills, particularly in the upper part of the school, and standards are broadly average. The subject is used very effectively to promote pupils' spiritual, moral, social and cultural development. Older pupils have attended workshops led by a Nigerian artist and produced work in a similar style using foil and coloured inks. Year 6 pupils have produced short videos using animated Plasticine figures and show a good understanding of the technique. In the lesson seen, Year 4 pupils achieved very well in evaluating their work, describing how they designed and made chairs using rolled paper and identifying strengths and areas for improvement in their work. The lesson was very well taught and pupils were well supported by the class teacher and teaching assistants, who successfully encouraged collaboration and co-operation to help them achieve well.

113. In the observed Year 1 **design and technology** lesson, pupils were involved in designing a model house strong enough not to be blown down by the Big Bad Wolf. Pupils had only a vague idea of designing at the start of the lesson but good teaching enabled most of the class to make good progress in understanding the basic concepts of designing. This was evident during discussions with small groups of pupils near the end of the session.
114. In **music**, the whole school was heard singing in assemblies. Pupils sing tunefully and with enthusiasm and keep in time with the music. Assemblies are used well to raise pupils' awareness of music from different cultures – Indian music accompanied an assembly about the Hindu religion and African jazz music was linked to an assembly about African culture and demography. Extra-curricular opportunities include recorder, choir and a steel band. The steel band rehearsal was observed and pupils performed a piece in four parts, playing to a high standard. The school choir and band have opportunities to perform locally. These activities contribute significantly to pupils' spiritual, moral, social and cultural development.
115. From a scrutiny of planning, it is evident that all the required areas of **physical education** are taught during the school year. In addition, pupils benefit from a good range of sporting activities provided for them outside the school day. Staff have identified the need to improve the teaching of gymnastics and have included this aspect of physical education in current school development planning.
116. In the observed Year 2 lesson on developing basic gymnastic skills, good procedures for ensuring health and safety were included. Whilst higher attaining pupils displayed evidence of being able to perform movements with increasing confidence and co-ordination, the majority found even simple actions involving control and adeptness quite difficult. The newly built sports hall is an excellent asset for improving pupils' achievement in physical education and is a very well-equipped indoor facility.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

117. Pupils' personal, social and health development (PSHE) is a high priority throughout the school. There is an effectively planned and implemented scheme of work for PSHE and all classes have timetabled sessions. These include coverage of relationships, education and drugs awareness for older pupils. All classes attend lessons with the visiting Life Education programme provided by the local education authority.
118. Teachers provide many opportunities to develop pupils' confidence and self-esteem and to encourage them to value and respect the feelings and beliefs of others. This was a key feature of the two religious education lessons seen. In lessons seen in other subjects, time at the end was used well to celebrate pupils' achievement. A class circle time discussion seen in Year 1 developed the theme of friendship and pupils reflected well on the qualities of friendship and how they could be a good friend. Citizenship is successfully promoted through giving pupils good levels of responsibility in class lessons and in other school activities.
119. The school's very good provision for pupils' spiritual, moral, social and cultural development plays an important part in promoting PSHE and citizenship, especially racial harmony and tolerance. The school has a strong anti-racist ethos and this effectively ensures that all pupils feel valued and can participate with confidence in all areas of school life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
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).