

INSPECTION REPORT

ST EDMUND'S C. OF E. PRIMARY SCHOOL

Mansfield Woodhouse

LEA area: Nottinghamshire

Unique reference number: 122741

Headteacher Mr R Pell

Reporting inspector: Mr D Hardman
17794

Dates of inspection: 22nd – 25th April 2002

Inspection number: 196474

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Church Hill Avenue Mansfield Woodhouse Mansfield Nottinghamshire
Postcode:	NG19 9JU
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr B Heald
Date of previous inspection:	4 th March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17794	Mr D Hardman	Registered inspector	Mathematics Information and communication technology Religious education Music English as an additional language	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
12511	Mrs L Buller	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
11510	Mr K Oglesby	Team inspector	Science Geography History Special educational needs	
27545	Mr A Scott	Team inspector	English Physical education Equal opportunities	How good are curricular and other opportunities offered to pupils?
29188	Mrs G Ulyatt	Team inspector	Art and design Design and technology Foundation Stage	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Edmund's C. of E. Primary School is a large school situated in Mansfield Woodhouse, Nottinghamshire. There is a broad social mix in the school and the full range of ability is represented. The school's initial assessments of children's attainment when they start school in the nursery show that many are well below the levels typical for their age, particularly in communication, language, literacy and mathematical development. There are 170 boys and 168 girls currently on roll. A further 69 children attend the nursery on a part time basis. There are very few pupils who have English as an additional language, these pupils are fluent in English and so extra provision is not required. There are 57 pupils eligible for free school meals, which is broadly in line with the national average. Forty-four pupils have been identified as having special educational needs, this is below the national average and five have a Statement of Special Educational Need, which is in line with the national average. Most pupils with special educational needs have either emotional and behavioural or speech and communication difficulties, a few pupils have physical disabilities. There has been a high turnover of teaching staff and pupils in the last two years and a need to employ temporary teachers to cover for a series of staff absences.

HOW GOOD THE SCHOOL IS

St Edmund's Church of England Primary School is underachieving. Standards of attainment in English, mathematics and science have remained below the national average over recent years and lower than they should be, particularly in comparisons with other schools in similar social and economic settings. The leadership and management of the school by the headteacher and key staff are satisfactory but, because the school has faced disruption caused by staff changes and absence, the quality of education has not been checked carefully enough. While the quality of teaching is satisfactory overall, teachers' expectations are too low, particularly for pupils capable of higher attainment. The school gives unsatisfactory value for money.

What the school does well

- The headteacher ensures that the support for pupils' personal development is very good.
- The caring, family atmosphere created in the school makes a positive contribution to pupils' learning.
- The provision for pupils' social and health education is good.
- The provision for pupils with special educational needs is good and the support for these pupils, when working in selected groups with teaching assistants, is very good.
- The school procedures for inclusion are very good.

What could be improved

- Pupils' attainment in English, mathematics, science, information and communication technology and geography.
- The quality of teaching, in particular teachers' expectations of pupils.
- The roles of the headteacher, senior management team and subject co-ordinators in monitoring the quality of education and tackling the underachievement.
- The governors' role in the strategic management of the school.
- The accommodation, especially in the Year 3/4 "open plan" areas.
- The attendance of pupils.

The areas for improvement will form the basis of the governors' action plan.

This school has been judged to be underachieving.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There was a good start made to dealing with the issues identified in the previous inspection in 1997 but, because of staffing problems, progress has slowed. The planned process of observing and evaluating lessons was well established, but this has not been enacted lately because of staff absence. The introduction of a system to monitor and improve teaching has provided a good framework to rectify this problem. There are also good plans in place for the appointment of staff in the near future, some to take on the responsibility for the subjects currently being covered by the headteacher.

The school has adjusted the time spent on each subject and achieved a better balance. All subjects are suitably planned, the school is following the national guidelines and this is a clear improvement since the last inspection. The school has successfully raised pupils' attainment in science for 7 year olds and this is now in line with the level expected for their age. Although teaching has improved since the last inspection, the school has not yet established a system to set challenging targets for individuals and small groups of pupils and so raise standards further. Although there are elements of good practice in school, checks on pupils' progress are not used well enough to pitch new work at the right level, particularly for the pupils capable of higher attainment. Despite this, pupils' attainment in English and mathematics has improved considerably this last year mainly because the school is grouping pupils for lessons according to what they have previously achieved. As a result, the overall improvement is satisfactory and the school has the capacity to improve further.

STANDARDS

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	D	E	E*
Mathematics	D	C	N/A	N/A
Science	E	E	E	E

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

These results are lower than previous years, although the mathematics results are not given because a significant number of National Curriculum test papers were lost in the post. When compared to similar schools, pupils' performance was very low and in the lowest 5 per cent in the country in English. Inspection evidence shows that standards are rising but pupils' attainment is still below average in English and mathematics. It is also below the level expected in information and communication technology and geography. The school is making progress to improve pupils' attainment, but much of the work is not challenging enough, especially for pupils capable of higher attainment who underachieve as a result.

In Year 2, pupils' attainment in writing and mathematics is below the national average. It is in line with the average for reading and science, and this represents an improvement when compared with the results of National Curriculum tests in 2001, when their attainment was well below average. The school is taking helpful steps to counteract underachievement and standards are beginning to rise but there are still a significant number of pupils who are not achieving as well as they should.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Although the majority of pupils enjoy coming to school and are keen to learn there is a significant minority who have poor levels of attendance and others who do not maintain concentration in lessons.
Behaviour, in and out of classrooms	Pupils know what is expected of them and their behaviour is satisfactory. Most pupils are polite and courteous towards one another and adults. However, a significant minority sometimes do not behave well and cause disruption in lessons. There have been two exclusions from the school in the last year.
Personal development and relationships	Good. The majority respond well to the school's encouragement to take responsibility for their actions. Pupils' relationships with adults are good and with their classmates satisfactory.
Attendance	Attendance is unsatisfactory and below the national average. Unauthorised absence is well above national average.

Pupils' good personal development results from the school's positive, caring, family atmosphere. This is a particular strength of the headteacher and the school. Many pupils respond well to the way the staff manage their behaviour, however, a significant minority show challenging behaviour which sometimes disrupts lessons and leads to unsatisfactory learning for all the class. Many pupils show consideration for others, especially at lunch times when older pupils look after younger ones.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is satisfactory overall but, in lessons, it varies from very good to unsatisfactory. As a result, pupils' learning is patchy and is better in some lessons than others. In some lessons teachers do not have high enough expectations of what pupils can do and the work set is not always sufficiently challenging. The establishment of a system of grouping pupils for lessons according to what they have previously achieved has raised pupils' attainment since September 2001. However, the strategy has not been in place long enough for pupils to reach their full potential. Pupils with special educational needs make good progress when they receive adult help, especially by the high quality work of the teaching assistants, and they consequently make good progress in these sessions. When they are working alongside their classmates they make satisfactory progress.

Teachers' planning is clearly linked to the guidance of the National Literacy and Numeracy Strategies and literacy and numeracy are taught well in some lessons but not so well in others. Standards are improving in the school and the setting of targets for each lesson is having a positive impact on pupils' attainment and learning. However, teachers do not always use their knowledge of pupils' achievements to provide activities that are sufficiently well matched to pupils' varying abilities. For example, some less able pupils do not always finish their work and pupils capable of higher attainment find the activities too easy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school has a satisfactory curriculum. The school gives enough time for subjects on a termly basis, although provision for geography and design and technology is limited. The school follows the locally Agreed Syllabus for religious education which provides a good basis for pupils' studies.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Teachers and teaching assistants know the pupils well, ensure that they participate in the same activities as their classmates and this makes a positive contribution to their attainment and learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' social development is good. It is satisfactory for their spiritual, moral and cultural development. This provision makes a positive contribution to promoting the school's aims.
How well the school cares for its pupils	Procedures for child protection and for ensuring pupils' welfare are satisfactory. The procedures for assessing pupils' attainment and progress are unsatisfactory, particularly in the Foundation Stage and science, and the use of assessment to set individual targets and so raise pupils' attainment further is not good enough.

The curriculum meets statutory requirements and there are a reasonable number of extra-curricular activities, which range from athletics to bell-ringing. Visits and visitors to the school as well as residential visits add to the mix of experiences. The headteacher in particular has been instrumental in establishing a regular programme, which promotes pupils' health and social education very well. The school has formed a satisfactory partnership with parents, although their contribution to pupils' learning both at home and in school is very variable.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher and recently appointed key staff provide satisfactory leadership and management but do not, as yet, keep a close enough check on the quality of the education that the school provides. The roles of the subject co-ordinators are underdeveloped.
How well the governors fulfil their responsibilities	The governing body is committed to helping the school move forward. However, their role in supporting and observing curricular development is unsatisfactory and they have not been sufficiently rigorous in their efforts to monitor the raising of standards.
The school's evaluation of its performance	The school knows that the major area for improvement is the raising of pupils' attainment, however, the regular short-term assessment of pupils' progress is unsatisfactory. This means that work is not always set by teachers that will challenge pupils and so raise attainment further.
The strategic use of resources	The school has enough teachers, but the range of expertise in the subjects of the National Curriculum is not broad enough. Teaching assistants make a significant contribution to pupils' learning. The school has enough equipment and books to help pupils learn, but there are some shortcomings in the accommodation. There is a small, adequately stocked library which is used satisfactorily to support pupils' learning. The school's finances and administration procedures are good.

The school uses funds designated for particular purposes well. Governors and the headteacher keep a close eye on spending to ensure that they follow the principles of "best value", however, the school has not been rigorous enough in its efforts to raise the attainment of all pupils and so provide the best value education possible. The quality of teamwork by all staff is often good and the headteacher and key staff foster a positive family atmosphere in which all pupils are valued.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They feel comfortable approaching the school with questions or problems. • The school expects children to work hard. • The school helps children to become more mature and responsible. 	<ul style="list-style-type: none"> • The amount of information about their child's progress. • The way the school works with parents. • The range of activities outside lessons. • The amount of homework given.

Inspectors agree with the positive comments and views of the parents and with most of the concerns. Not enough information is given to parents about the curriculum. The amount of homework varies from class to class and is therefore not consistently used to reinforce pupils' learning. However, there are regular, informative newsletters and an "open door" policy that make a significant contribution to the partnership with parents.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1 A significant number of pupils at St Edmund's C. of E. Primary School are underachieving. The school's National Curriculum test results have been below and sometimes well below average in previous years both when compared to all schools and to similar schools. Pupils of average and below average ability make steady progress and reach levels that are close to those expected by the age of 11 in English, mathematics and science. Despite the improvements made since September 2001, mainly because of the arrangements to group pupils for lessons according to what they have previously achieved, pupils capable of higher attainment are not always reaching the standards that they should. The progress of these pupils is often adversely affected because the work they receive in a number of classes, across a range of subjects, is not sufficiently challenging.

2 The Foundation Stage is made up of a nursery and two reception classes. A significant number of children begin nursery with well below the expected level of skills for their age, particularly in communication, language, literacy, mathematics and personal and social development. By the time children enter Year 1 their attainment overall is below the national average, but the majority have made steady progress. This is due to the sound teaching in the Foundation Stage. There is a new co-ordinator in place who is very enthusiastic and has already implemented a good outdoor curriculum whereby activities to promote all six areas of learning are planned. There is also a new assessment system to support teaching and pupils' learning in the reception classes but this has not yet been developed in the nursery. Teamwork is good throughout the Foundation Stage and all staff, including those helping children with special educational needs, work and plan together making sure that children are well supported.

3 A significant number of pupils in the present Year 2 are working at levels below those expected for their age in English, especially in writing. In the National Curriculum tests in 2001, pupils' attainment in reading, writing and mathematics was well below average when compared to all schools and in the lowest five per cent in the country in reading and mathematics when compared to similar schools. Standards were close to the national average in science. The school has recognised that standards attained by the seven year olds are too low and that they are lower now than at the time of the last inspection. Standards in reading and speaking and listening are in line with the level expected. Standards in mathematics are below the level expected for pupils' age and reflect the lower proportion reaching the higher levels. However, the arrangements to group pupils according to what they have previously achieved and the assessments taken during the year show that pupils' attainment is now improving across the school. Nevertheless, standards are not as high as they should be in these subjects and too many pupils underachieve.

4 In Year 6, pupils' attainment in English and mathematics is below the level expected for their age. This shows a fall in standards since the last inspection in both subjects. In the National Curriculum tests in 2001 pupils' attainment was well below average in English and in the lowest five per cent in the country when compared to similar schools. There were a large number of mathematics test papers lost in the post and so the mathematics results do not show the performance of all pupils taking the tests. By the age of 11, pupils' attainment in information and communication technology is below the level expected for their age mainly because of changes to resources and pupils have not had time to develop all the skills they require in all elements of the subject. In addition, pupils do not use classroom based

computers often enough to improve their skills. The limited range of activities provided and the lack of challenge in geography account for pupils' lower attainment in this subject. Between the ages of 7 and 11, many pupils do not achieve as much as they should, because teachers do not expect enough of them. This is particularly the case with pupils who have the potential to attain high standards and often mark time in lessons.

5 In the National Curriculum teacher assessments in 2001 at the end of Year 2, the proportion of pupils reaching the expected standard in science was in line with the national average. It was in line with the average when compared to similar schools. Pupils in the present Year 2 are making sound progress and are set to maintain these standards. In the National Curriculum tests in science at the end of Year 6 in 2001, pupils' attainment was well below the national average. Science has improved recently mainly because of satisfactory and often good teaching and, in the present Year 6, pupils' attainment is in line with the level expected for their age. The school has maintained the standards found in the last inspection. The school's overall test results in recent years have been well below national averages because very few pupils achieve the higher levels. One of the reasons for this is that teachers do not always plan work which is closely matched to pupils' ability and so there is underachievement, particularly for the pupils capable of higher attainment.

6 In Year 2, pupils' attainment in information and communication technology is in line with the level expected for their age. In Year 6, pupils' attainment is below the level expected, they make good progress in a number of aspects because of the more regular teaching of the subject, but do not reach expected standards overall. They have not covered certain aspects of the curriculum adequately, mainly due to problems with the reliability of the equipment. There have been some improvements, especially in the guidelines for the subject and the number of computers in the school, since the last inspection. The school has set up a bank of computers in suitable areas and pupils are regularly timetabled to have access to them that enables the curriculum to be taught. However, throughout the school, computers in the classrooms are not used consistently to support learning in other subjects such as mathematics and science.

7 In Years 2 and 6, pupils' attainment is in line with the level expected for their ages in design and technology and art and design. Standards in religious education are satisfactory and meet the requirements of the locally Agreed Syllabus for pupils aged 7 and 11. There was insufficient evidence to make secure judgements in music or physical education. Other subjects of the National Curriculum make a satisfactory contribution to pupils' literacy and numeracy skills, for example, through discussions in history and geography, recording their visits to places of interest, producing graphs in science and explaining their designs when working in design and technology.

8 Pupils with special educational needs make satisfactory progress and often good progress when working in small groups with teaching assistants. The school has good procedures for identifying pupils' needs and provides very good support for them. In these groups pupils work at levels that are well matched to their abilities and their previous experiences. The curricular opportunities for pupils with special educational needs are satisfactory and all pupils are included in as many activities as possible.

Pupils' attitudes, values and personal development

9 Pupils' attitudes to school are satisfactory which represents a decline since the time of the previous inspection. Although most pupils enjoy coming to school and are keen to learn there is a significant minority who have poor levels of attendance and others who do not maintain concentration in lessons.

10 When teachers' expectations are high and pupils are clear about what they have to do, they are eager to take part and work hard. In a very good English lesson in a Year 1/2 class the teacher's clear instructions, which were shared with pupils, resulted in them being interested and attentive throughout the lesson. When teaching is less effective, for example, in an English lesson in a Year 3/4 class, pupils were not clear what it was they were required to learn and the activities provided by the teacher lacked challenge. As a result, pupils became bored and progress was slow.

11 Children in the Foundation Stage have good attitudes to learning and enjoy coming to school. When they begin in nursery, children settle quickly into school routines and develop good levels of independence. They know where to hang up their coats and that they are expected to wash their hands before snack time. When moving into the reception class they respond well to higher expectations of their levels of concentration with most remaining on task for extended periods of time. They listen to each other and respect each other's ideas.

12 Pupils' behaviour is satisfactory. Most pupils behave well in lessons. They settle quickly, listen attentively and do as they are told without making a fuss. However, when lessons fail to interest them, pupils quickly get restless and it is at these times that behaviour deteriorates. In the playground, pupils' behaviour is satisfactory; they play in mixed age and gender groups and get on well together. Bullying is handled firmly by the school. There were two temporary exclusions during the last school year, which were carried out in accordance with school discipline policy. Good support for pupils with special educational needs ensures that they have satisfactory attitudes to learning. Their response to the extra help given by classroom assistants is good, as a result they play a full part in lessons and are as keen as other pupils to get on with their work.

13 Pupils' personal development is good. They are keen to take on responsibility for helping around the school. They know what is expected of them and older pupils often take the initiative to offer support to younger pupils or visitors. Relationships between staff and pupils are generally good and form the basis of the positive attitudes to learning demonstrated by the majority of pupils. Relationships between pupils are generally satisfactory. In most lessons they work together amicably and share equipment sensibly. Throughout the school pupils reflect on the feelings of themselves and others. Children in the reception class talked about the feelings of Noah and whether or not he was afraid when the floods came. Older pupils reflect on the feelings of the children in reception when first starting school and offer suggestions as to how they may support them.

14 Levels of attendance are unsatisfactory and have fallen considerably during this academic year. In Years 2 and 6 attendance is below 90%. There are several pupils throughout the school who have poor attendance records. Both of these factors contribute to underachievement and the low standards in school. Unauthorised absence is currently well above national levels. This is a result of parents not informing the school why their children have been absent.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15 Teaching is satisfactory overall but there are some significant weaknesses that restrict pupils' learning, especially for pupils capable of higher attainment. During the inspection, five per cent of the teaching was very good, 34 per cent was good, 54 per cent was satisfactory and seven per cent was unsatisfactory. The school is going through a difficult time partly because of problems recruiting temporary teachers to cover for absent colleagues. At the moment, in the school, there are two teachers on long term supply contracts and the full time equivalent of three teachers on temporary contracts. In the 17 lessons observed for these teachers 15 were satisfactory or better and two were unsatisfactory. Across the school, the unsatisfactory teaching is usually caused by low expectations, an unsatisfactory match of work to pupils' learning needs and the use of over prescriptive teaching methods with little opportunity for pupils to think for themselves. An additional problem occurs in some "open plan" areas of the school when the pupils cannot concentrate effectively because of the noise from neighbouring classes.

16 Since setting by ability was introduced for English and mathematics, pupils' attainment has improved and in lessons where teaching was good or very good there was sufficiently challenging activities to ensure good learning. The headteacher instigated a good system of observing teaching and learning by himself and key staff but this has been severely disrupted by staff absence. Consequently, the observation of teaching and the checks to ensure that all pupils are learning well have not been undertaken lately. The national strategies for literacy and numeracy have been successfully implemented and pupils' standards are rising this year, although not fast enough in some cases. Teachers regularly use a range of tests, including statutory and optional National Curriculum tests. The information available from these tests has been used well this year to set classes by ability and to set class targets for improvement. The system needs refining so that more regular, accurate assessments of pupils' attainment are used to set individual targets and so identify pupils' weaknesses and guide teachers' planning.

17 In the Foundation Stage the quality of teaching is good overall in reception classes and satisfactory in the nursery. Staff throughout have made a concerted effort to plan the curriculum in accordance with the national guidelines. Plans show clear learning objectives, consequently children acquire new skills and develop understanding, particularly during activities organised by teachers. However, staff do not observe and assess children frequently enough to plan the next stages of work. This means that children are insufficiently challenged, especially in the nursery. Expectations are not high enough. The use of accommodation in the reception area restricts opportunities for children to explore for themselves and try out their own ideas. Consequently, children are over-directed at times. Children are encouraged to share books at home with their parents. In this way the learning that takes place in school is well reinforced at home.

18 The teaching of basic skills in English and mathematics is satisfactory. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies. The pace of most lessons is good and teachers use the techniques of the literacy and numeracy strategies to best effect. This was seen in a Year 5 mathematics lesson, when pupils improved their knowledge and skills of mental recall when working out answers to problems of putting decimal numbers in a sequence. In this lesson they listened attentively to others' answers. The brisk pace of the lesson and the attitude of pupils led to good learning and pupils' improving skills in the use of different numbers in sequences. Many pupils have good relationships with teachers and adults in the classroom, however, in unsatisfactory lessons this is not the case. Teachers' expectations of and their management of pupils' behaviour and effort are good in the Foundation Stage and for Years 1 and 2. However, it is sometimes not high enough for pupils in Years 3 to 6, and poorer behaviour is allowed to disrupt lessons. The school has recently begun to teach all the pupils in groups according to what they have previously achieved. This has improved pupils' progress because teachers have had to adjust their planning to allow for the different

abilities. However, teachers do not set targets for individuals or small groups of pupils and so provide better challenges for all pupils.

19 Most teachers have a satisfactory knowledge and understanding of the subjects of the National Curriculum. Teachers are clear about what they want pupils to learn and share the specific objectives with the pupils at the start of lessons. This makes a good contribution to pupils' understanding of how well they are learning. The planning of lessons is satisfactory and, on almost all occasions, lessons are well organised. Teachers use the correct language to develop the pupils' knowledge and understanding of the particular subject. This was evident in mathematics and science where specific technical language was used well. For example, in a Year 6 mathematics lesson, pupils understood the concept of "nets" and pupils assembled different shapes, carefully cutting, folding and joining to make a variety of three dimensional shapes. In a Year 3 science lesson, the concept of thermal insulation was discussed and pupils tested different materials to find the most efficient one. Teachers have a sound knowledge and understanding of the teaching of English and mathematics but they do not use regular, accurate assessments and so plan activities that build upon the areas that pupils need to develop. This is especially so for the pupils capable of higher attainment.

20 Lack of planning for the pupils capable of higher attainment is the major weakness in teaching and reflects teachers' low expectations of what these pupils can achieve. Pupils are taught in ability sets in English and mathematics. This enables teachers to work with a narrower range of abilities than would otherwise be possible. However, within these sets, pupils who are quick to pick up new learning are often given the same tasks as those who need more time to practise new skills. For example, in an English lesson, to encourage pupils to write stories, all pupils listened to the introduction explaining how to structure a story but there was little discussion with pupils to check on their understanding of what they had to do. As a result, when they completed the worksheet many simply copied from classmates rather than think for themselves. Pupils often have good attitudes to learning but when tasks are not sufficiently challenging they become bored and complete little work. For example, in an information and communication technology lesson to introduce spreadsheets to Year 5/6, the teacher set the task of writing down the names of 10 pupils on a sheet of paper ready to enter in to the computer, after 15 minutes two or three pupils had only managed four names and spent most of the lesson talking.

21 Teachers sometimes use their daily observations of pupils' work to set challenging tasks but this is not done consistently throughout the school. For example, although most teachers include positive comments when marking they do not consistently provide precise comments on what pupils need to do in order to improve. This makes it more difficult for pupils to know how to improve. Although teachers are generally adept at explaining new ideas and question pupils to find out how much the whole class understands, the range of teaching methods used is too narrow. Some teachers tell pupils exactly what to do and do not encourage them to think for themselves. For example, in a science lesson in Year 6, pupils could list all the variables in an experiment and say which they have to alter or leave the same to make a test fair. However, teachers do not always make the most of this ability, for example by giving pupils responsibility to devise their own experiments or complete additional tests to check results. The school has a good policy for the recent initiative on inclusion. Teachers follow it well and ensure the all pupils are included in all activities, which makes a positive contribution to their learning.

22 The teaching of pupils with special educational needs, when they are withdrawn in groups or helped in lessons by teaching assistants, is very good. When they are working in classes without support the teaching is satisfactory and they make sound progress. All staff have a very positive attitude towards these pupils and this enhances their learning. The school keeps very good records of progress made by pupils with special educational needs. Individual education plans are kept up to date and have realistic and specific targets with notes on how well these are working. Where there is support from a teaching assistant these plans are used well to match work to ability. In some class lessons they are less well

used, for example, when all abilities do the same work. Teachers have very good relationships with the support staff and they work together well. This makes a significant contribution to the progress made by pupils with special educational needs, for example, in the way that all adults co-operate to make the learning support as unobtrusive as possible. Support staff are almost always well-prepared and familiar with both pupils' personal targets and what is to be taught in the lesson.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?

23 The school has a satisfactory curriculum. The school rightly gives priority to literacy and numeracy in its attempt to raise pupils' attainment in these key areas. At present, this provision for literacy and numeracy is sound but not yet stimulating enough to raise standards further throughout the school. The school gives enough time for most subjects on a termly basis, although provision for geography and design and technology is limited. This is not helped by the fact that the teaching week is one hour shorter than the nationally recommended minimum. Another factor is the combined nature of subjects into topics. The school is gradually moving towards teaching each subject individually but has yet to achieve its goal.

24 Each subject has a strong structure to its curriculum. This is because the school has adopted nationally approved guidelines for all subjects. This is a clear improvement since the last inspection. Teachers work well together to plan lessons for the mixed year groups. The planning ensures that all pupils receive equal access to the curriculum. For example, all pupils in Year 3 will learn the same history at approximately the same time. Similarly, the planning also means that pupils with special education needs, especially those with physical handicaps, and those for whom English is an additional language, are fully integrated into all lessons, including physical education. However, teachers do not make enough allowance for the different abilities of pupils. In English and mathematics, the curriculum is quite well targeted because the pupils are grouped in classes according to ability. However, teachers do not consider the needs of all pupils in these classes and the curriculum is not always sufficiently challenging. In other subjects, the curriculum planned is very similar for all pupils, which can be too demanding for lower attaining pupils and not challenging enough for pupils capable of higher attainment.

25 There is a reasonable number of extra curricular activities which range from athletics to bell ringing. There are visits to places of interest such as Crich Tramway Museum and Southwell Minster, and sometimes visits of experts, like an author who provided writing workshops. Residential visits to Skegness and Youghal in Derbyshire also add to the mix of experiences. However, within lessons, the diet is less fortifying. Teachers follow set planning steadfastly and rarely enliven lessons with fascinating experiences or colourful influences. Stories about shawls are not very interesting for Year 6 pupils and routine completion of mathematical tasks can be dreary and unproductive. There is little drama within English and too little celebration of culture in its broadest sense.

26 The school's commitment to promoting pupils' health and social education is a real strength. The headteacher in particular has been instrumental in establishing a regular programme, led by a local police officer, which covers all aspects of relevant skills. Issues such as drug abuse, road safety and the possible danger of strangers are covered, and parents have been encouraged to attend. The success of the scheme has prompted a similar one for younger pupils, which the school will help to pioneer.

27 The school benefits from close links with other local schools. This family of schools provides opportunities for vital staff training and exchanges of information. The headteacher continues to co-ordinate the special educational needs provision for the area. The link with the Manor School, a Centre of Excellence for sport, provides strong support for physical education. The expertise of the teaching staff from the senior school gives real advantage to

the pupils. The school's links with the broader community are satisfactory. Most of the benefits have been financial through sponsorship, such as school T-shirts, but pupils perform music for senior citizens from the community and invite them to their school productions.

28 Curricular provision for pupils with statements of special educational needs, including those who have physical disabilities, is good. The school has great success in involving such pupils in all aspects of school life. Good specialist teaching and support is a major strength of the provision. Pupils' individual targets are well thought out and their progress is reviewed regularly. These include goals for literacy, numeracy, behaviour and social development.

29 Provision for spiritual development is satisfactory. In collective worship the headteacher is a good role model. Pupils are given opportunities to sit silently and think about the theme of the assembly. They reflect on the fact that humans can "look beyond" whereas animals cannot. There is generally a reverent atmosphere during prayer time and pupils have a sense of belonging to a community. Spiritual opportunities are planned in subjects, such as religious education, where pupils study different faiths and learn to respect the similarities and differences between them. However, opportunities for pupils to extend their spiritual awareness are not specifically planned for in most other subjects.

30 Provision for moral development is satisfactory. The school has a clear policy with rewards and sanctions and the school Code of Conduct is displayed in classrooms. When pupils receive rewards, they are placed in their own personal Record of Achievement file. Personal, social and health education lessons are not planned consistently throughout the school and this limits opportunities for some pupils to consider right from wrong in a variety of situations. However, school assemblies are used very well to promote pupils' moral development. There are weekly themes that focus on helping others, showing care and consideration, working harmoniously together and showing respect for self and for other people.

31 Provision for pupils' social development is good. There are valuable opportunities for pupils to work and learn together in subjects such as art and design and design and technology. For example in a Year 5/6 art and design lesson pupils worked together in pairs discussing and refining their ideas. Pupils go on residential visits and this provides very valuable social opportunities. In school, pupils are given roles of responsibility, working as class monitors, collecting school radios, collecting registers, helping in the dining room and during assembly. They file work for teachers. Older pupils paint scenery for school productions and they look after younger pupils in the playground. These activities give pupils a sense of belonging and of working together as a community. It also contributes to the smooth every day running of the school. An adequate range of extra curricular activities, including guitar classes and bell ringing, provide further opportunities for pupils to socialise and work together. Pupils develop friendships and work alongside pupils with special educational needs, who are included in all school activities.

32 Provision for pupils' cultural development is satisfactory. Although pupils are taught about their own culture and heritage, little is done to prepare them for life in a multi-cultural society. Contributions to cultural development come mainly through visits to places of local interest such as Southwell Minster and the Kinetic Theatre. Pupils take part in a Lantern Parade and undertake geography fieldwork within the locality. They visit museums, including Eureka and Mansfield, which adds to the variety of their experiences. Teachers do not use art or music sufficiently and pupils are largely unaware of different styles of music or painting.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33 The quality of care pupils receive in school is satisfactory. Health and safety procedures are in place and shared with staff, however records of safety checks are not

always kept up-to-date. The headteacher has responsibility for child protection procedures and ensures that the local area guidelines are followed. His high level of understanding and experience in this area of the school's work ensures the effectiveness of the system. Pupils are confident that they will be well cared for if they feel unwell. Good records are kept by staff regarding accidents or injuries and are shared with parents. Health education is planned as part of the curriculum and includes very good programmes for teaching pupils about the dangers of drugs.

34 The school's system to monitor and promote attendance is unsatisfactory. Although the school secretary keeps careful records of each pupil's attendance, insufficient use is made of this data by the management of the school when monitoring. The school works closely with the education welfare service regarding those pupils for whom low attendance is a concern. Certificates are awarded to those pupils who achieve 100 per cent attendance. Despite these initiatives attendance levels have fallen considerably in this academic year and are currently well below national averages. The headteacher takes responsibility to contact parents when a reason for their child's absence has not been provided. Nevertheless the amount of unauthorised absence remains well above the national average.

35 The school has good systems to monitor and promote good behaviour. Procedures include praise and rewards, such as sticker charts and the awarding of certificates. The majority of teachers manage behaviour well. They have a positive approach, and are consistent in their application of rewards and sanctions. Any incidents of poor behaviour are noted and when necessary reported to the headteacher who, when appropriate, involves parents to bring about improvements. Procedures are in place to deal with any incidences of bullying quickly and firmly.

36 The monitoring of pupils' personal development is very good and based on teachers' knowledge of pupils, with concerns shared each week in a staff meeting. Teachers then use this information when planning future activities and when reporting to parents. Teachers and support staff provide pupils with encouragement and guidance founded in positive relationships. Pupils with special educational needs for learning, personal and behavioural difficulties, have positive attitudes to learning as a result of caring individualised support for their needs.

37 The school has good systems to share information on pupils' special educational needs. For example, there are good records of pupils' progress. In some lessons, teachers help pupils well, reminding them of their targets and praising each small step. Provision for personal development is very good for all pupils, this helps the pupils with special needs as they do not feel singled out. Teaching assistants know the pupils very well and many of them take the lead in planning and writing the individual education plans.

38 The school has satisfactory procedures for assessing and recording what pupils know and can do in English and mathematics. These are regularly reviewed and improved and are now having an impact on standards. Teachers gather a lot of information on how well pupils are achieving in these two subjects. They use standardised and National Curriculum tests to check and record pupils' progress. These are used to identify whether pupils need extra help and smaller groups have been set up to give them extra help and improve their learning. This has been useful in raising standards for lower attaining pupils because the quality of teaching is good and extra classes are well organised. The school has recently begun to use the assessment information to teach English and mathematics in ability groups throughout the school. Evidence so far indicates that this is working well and standards are beginning to rise.

39 Assessments of pupils' work are not used accurately enough when teachers use them to predict how well pupils will achieve and to set targets for them. This is because a significant number of these predictions are unrealistic and not based on previous evidence.

Another weakness is that the school has, until recently, concentrated on identifying what stage pupils have reached in each year. There is not enough information on progress over time for groups or individuals. New procedures, using information technology, are beginning to give a longer view. This will be a useful tool in raising standards.

40 In all other subjects, including science, there are no agreed whole school systems in place to record what pupils know and can do. Teachers keep their own records of what pupils have learnt. Some of these are useful and there are detailed notes, which are used for planning or to show where help is needed. However, they are not raising pupils' attainment in the subject sufficiently because they do not contribute to a picture of standards across all year groups. In other cases, teachers' records are time consuming and not particularly useful. For example, in science, some of the assessment tasks test a very narrow range of skills and knowledge. In all these subjects, teachers do not use assessment information well enough to match work to ability and challenge the pupils capable of higher attainment.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41 The majority of parents are satisfied with most aspects of the school. They feel that their children like school, that they are encouraged to do their best and that the teachers and the headteacher are approachable. Inspection judgements, in the main, agree with parents' views. Some parents expressed concern about the range of activities offered outside of lessons and the amount of homework given. Inspection findings are that the amount of homework set is generally appropriate, however, it is not consistently given throughout the school. The range of activities offered outside lessons is satisfactory and similar to that found in most schools.

42 A significant number of parents expressed concern that the school does not provide them with enough information or work closely enough with them. The quality of information provided by the school is satisfactory. Newsletters and the school prospectus are well presented and provide parents with good quality information about the life of the school. However, parents are not given sufficient information regarding what pupils will be taught to enable them to become involved in their children's education. Reports to parents on their children's progress are satisfactory. The best examples tell parents clearly what their children are achieving and contain helpful suggestions as to what they need to do to improve. They also inform parents about their children's personal development. However, the format of reports whereby several subjects are reported in one section means that the detail given in each subject is limited.

43 The school remains committed to its partnership with parents and recognises that pupils gain from good working relationships in terms of rising standards. Parents are welcome to come into school but the numbers who respond to encouragement to assist teaching and learning in classrooms has declined in recent years. Those who do respond are well briefed by staff and provide valuable support to pupils' learning. Parents of pupils with special educational needs are kept well informed of their children's progress and have opportunities to be fully involved in their work. The headteacher has won the trust of many parents by his caring, patient and professional approach and his very good relationships with these pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44 The headteacher and newly appointed key staff provide satisfactory leadership. The headteacher provides supportive, caring and sensitive management, which makes a very good contribution to the family atmosphere during a difficult time of significant staff changes. The aims of the school place significant emphasis on establishing a caring atmosphere, where the contributions of all pupils are valued, and this is reflected in practice. However, there has been insufficient monitoring of teaching and learning, partly due to the difficulty of recruiting teachers to cover for absent colleagues, which means that the good practice of

some teachers is not shared with others. The headteacher, key staff and subject co-ordinators are not providing the leadership that would tackle the causes of underachievement in their subjects. The arrangements for grouping pupils for lessons according to what they have previously achieved and the emphasis placed on English and mathematics since September 2001 has significantly raised pupils' attainment. The school's results from tests undertaken in September and February demonstrate the progress that pupils can make but this initiative has not yet had time to realise the full potential of all pupils. Pupils' results in National Curriculum tests over the past few years have been below or well below average in comparison to all schools and often very low when compared to similar schools. The recent innovations have given the school a better educational direction and they are in a much better position to continue this improved performance.

45 The school has faced difficulties in the past in its efforts to fill vacancies on the governing body. However, these problems have been overcome and the newly formed governors are keen to play their part in the development of the school. The headteacher works very hard to keep them informed of school developments and involve them in decision making. However, their role has been unsatisfactory to date because they have not rigorously monitored the work of the school to ensure that standards are as high as they should be. They have good plans to appoint governors for the key links for special educational needs, literacy and numeracy but these appointments have not yet been made. The headteacher and staff are all involved in preparing the school development plan. This working document is then fully discussed with governors before being adopted as the action plan for future years. It is a mainly well written document, which identifies the priorities and targets to be tackled and guides the work of the school. However, there is insufficient reference to raising the expectations of teachers and giving pupils more challenging work.

46 The observation of teaching and learning by the headteacher and key staff was well established after the last inspection but has not been undertaken lately. The changes in teaching staff and the loss of subject co-ordinators, means that the headteacher is carrying a very heavy load, as English and religious education co-ordinator and the special educational needs co-ordinator on top of his normal leadership and management role. It is one of the prime reasons that insufficient emphasis was placed on pupils' attainment previously. The shortage of some subject co-ordinators and the fact that other co-ordinators in the school do not have opportunities to observe teaching and learning means they do not ensure standards are high enough in their subjects. It also prevents them from identifying the underachievement, especially of the pupils capable of higher attainment. However, the use of data to compare the school's performance with that of others is improving and this is helping the school to identify what it needs to do to improve.

47 The governing body has now established a good committee structure and they are keen to play a larger role in school development. The roles and responsibilities of all staff are under constant review and evaluation because of the many teachers new to the school. The roles of the subject co-ordinators are clearly defined and plans are in place to develop their roles more fully. The co-ordinator for special educational needs is the headteacher and he gives good support to staff, especially the very well trained teaching assistants. The school policy is detailed and reflects the school's current practice taking into account the new national guidance for pupils with special educational needs. The headteacher and governors make particularly good use of money to support pupils with special educational needs. Their decision to use money to provide additional teaching assistants and support staff is one of the reasons why the school's provision for these pupils is good.

48 The day-to-day management of the school is good. It is mainly an orderly community with good internal communications. In this atmosphere, new staff are supported well as they adjust to school routines and procedures. There is clear direction for some of the work of the school, ensuring that strategic decisions determine the financial and educational development. However, there has been insufficient emphasis in the past on raising all pupils' attainment, especially in English and mathematics. This has been partly

improved by the setting arrangements but there is still a need to raise teachers' expectations of pupils' potential achievement and so improve attainment further. The school's use of new technology is good. Financial management is satisfactory and the priorities identified in the school development plan provide a clear picture of what needs to be done in each subject. Prices are checked for value for money. This has enabled the school to employ more teaching assistants and this is a major factor in pupils' good progress when working with them. However, the headteacher and governors have not been sufficiently rigorous in their comparisons of the school's National Curriculum test results with similar schools to fully comply with the requirements of the principles of "best value".

49 The school manages its provision for special educational needs very well. There is a generous number of learning support assistants, all with experience and training in helping pupils with special educational needs. The headteacher has built a strong team by working closely with them, giving responsibility and organising training. They have responded well and make a significant contribution to pupils' learning. All staff know the procedures to be followed and what to do when things are not working well. Records of pupils' progress are kept carefully and used in planning support. The headteacher takes the lead in maintaining outstanding relationships with other agencies and professionals. This has a significant impact on the welfare and progress of pupils with special educational needs.

50 Although there are sufficient trained and experienced teachers to ensure that all subjects and aspects of the curriculum are covered, the school has struggled in recent years to maintain a settled staff. At the time of the inspection, either temporary contract or long-term supply staff filled six teaching posts. These staffing difficulties have resulted in disruption for pupils and as a consequence continue to have a negative impact on the standards attained. Although the headteacher managed the difficulties encountered in finding teachers to cover for absent colleagues well, for example, he took charge of a class for a term last year, the lack of continuity in teaching staff has had a detrimental effect on pupils' standards. This has severely limited the time available for monitoring and evaluating the work of the school. Pupils with special educational needs are helped to make good progress in withdrawal groups because of the support they receive from the above average number of teaching assistants. Arrangements for performance management are in place and meet statutory requirements. The school administrative staff make a valuable contribution to the efficient running of the school.

51 Despite many additions and improvements to the school building since the time of the last inspection, the accommodation is unsatisfactory to teach the full range of the curriculum to the number of pupils on the school roll. The open plan nature of several classrooms results in teaching areas, which are overcrowded and noisy, this has a negative impact on the quality of teaching and learning. The accommodation is enhanced by its cleanliness and the good displays of pupils' work in classes. The improvement since the last inspection to the resources for the teaching of information and communication technology has contributed to improving standards. In all other subjects there are sufficient resources to teach the curriculum.

52 WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further improve the quality of education, standards and progress in the school, the headteacher, staff and governors should:

- A. Eliminate underachievement in English, mathematics, science, information and communication technology and geography by:
- ensuring that assessments of pupils' attainment in English, mathematics and science are more accurate and used to identify in lesson plans exactly what pupils need to learn;
- providing more training for teachers to improve their knowledge, skills and understanding in information and communication technology and ensuring that all aspects of the curriculum are taught;
- ensuring that pupils acquire the skills they need in geography by providing more activities that interest and challenge them.
- (Paragraphs 1, 4, 6, 16, 24, 39, 40, 65, 69, 70, 72, 73, 77, 80, 81, 83, 87, 93, 96, 99, 101, 104, 107, 120.)
- B. Raise teachers' expectations of what pupils can achieve by providing work of a good level of challenge to extend the learning of pupils, especially those capable of higher attainment.
- (Paragraphs 5, 10, 15, 17, 18, 19, 20, 21, 24, 54, 65, 68, 69, 73, 75, 87, 97, 103.)
- C. Strengthen the leadership and management of the school by:
- re-establishing a planned programme to monitor the quality of teaching, the progress made by pupils in lessons and their achievements as they move through the school;
- ensuring that subject co-ordinators are well placed to provide leadership for managing the actions planned to tackle the underachievement in the subjects for which they are responsible.
- (Paragraphs 44, 46, 50, 72, 79, 84, 88, 92, 98, 103.)
- D. Improve the governors' role in the strategic management of the school by ensuring they are more rigorous in their monitoring and evaluating of the work of the school.
- (Paragraphs 45, 48.)
- E. Improve the accommodation and so reduce the disruption to pupils' learning, especially in the Year 3/4 "open plan" areas.
- (Paragraphs 15, 51, 71, 76, 87.)
- F. Improve the use of data to monitor pupils' absence and work more closely with parents to improve the attendance of some pupils.
- (Paragraphs 14, 34.)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	56
Number of discussions with staff, governors, other adults and pupils	35

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	3	19	30	4	0	0
Percentage	0	5	34	54	7	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	29	338
Number of full-time pupils known to be eligible for free school meals		57

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	5
Number of pupils on the school's special educational needs register	2	42

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	33
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	6.6
National comparative data	5.6

Unauthorised absence

	%
School data	1.9
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	16	30	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	14
	Girls	18	24	24
	Total	27	33	38
Percentage of pupils at NC level 2 or above	School	59 (83)	72 (85)	83 (80)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	10	14	16
	Girls	21	24	26
	Total	31	38	42
Percentage of pupils at NC level 2 or above	School	67 (83)	83 (81)	91 (71)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	29	24	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	N/A	24
	Girls	15	N/A	20
	Total	29	N/A	44
Percentage of pupils at NC level 4 or above	School	54 (72)	N/A (74)	85 (76)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A (69)	N/A (72)	N/A (57)
	National	72 (70)	74 (70)	82 (79)

There are no National Curriculum test results or teacher assessments shown because some school mathematics test papers were lost in the post and OFSTED did not enter any results in the tables shown above.

Ethnic background of pupils

Exclusions in the last school year

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	284
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	28.1
Average class size	31.45

Education support staff: YR – Y6

Total number of education support staff	9
Total aggregate hours worked per week	210

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	35
Total number of education support staff	2
Total aggregate hours worked per week	32
Number of pupils per FTE adult	11.6

FTE means full-time equivalent.

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000 - 2001
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	£
Total income	696,589
Total expenditure	729,558
Expenditure per pupil	2,084
Balance brought forward from previous year	52,966
Balance carried forward to next year	19,997

Recruitment of teachers

Number of teachers who left the school during the last two years	4
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Number of teachers appointed to the school during the last two years	2.5
Total number of vacant teaching posts (FTE)	2
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out
Number of questionnaires returned

384
64

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	63	35	2	0	0
My child is making good progress in school.	58	38	2	2	0
Behaviour in the school is good.	36	53	6	2	3
My child gets the right amount of work to do at home.	34	45	8	5	8
The teaching is good.	42	48	5	0	5
I am kept well informed about how my child is getting on.	31	39	25	5	0
I would feel comfortable about approaching the school with questions or a problem.	61	34	0	2	3
The school expects my child to work hard and achieve his or her best.	61	37	0	2	0
The school works closely with parents.	38	42	17	3	0
The school is well led and managed.	56	39	5	0	0
The school is helping my child become mature and responsible.	62	35	3	0	0
The school provides an interesting range of activities outside lessons.	34	34	9	13	10

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

53 The school admits children to part-time places in the nursery at the beginning of the term in which they will be four years of age. They start in the reception classes in the following September, January and April during the term in which they will be five years of age. At the time of the inspection there were 69 part-time nursery places with 35 children attending in the morning and 34 in the afternoon. There were 51 children shared between the two reception classes. This means that some children experience only one term of full time education in the reception class before they go into Year 1. The school follows an inclusion policy very well and all children are included in the curriculum activities provided in the Foundation Stage. During the inspection there was no evidence that the learning rates were different for boys and girls.

54 A significant number of children begin nursery with poorly developed skills, particularly in communication, language, literacy, mathematics and personal and social development and their attainment is well below the level expected for their age. By the time children start in Year 1 their attainment overall is below the level expected for their age, but most have made good progress. This is due to the sound and often good teaching, especially in the reception classes. Teamwork is good throughout the Foundation Stage and all staff, including those helping children with special educational needs, work and plan together making sure that children are provided with a wide range of activities. The quality of teamwork has been maintained since the previous inspection even though the majority of staff are new to the school. The co-ordinator is very new in post and shows enthusiasm for the role. For example, there has already been put into place a good outdoor curriculum to promote all six areas of learning. There is also a new and detailed assessment system to support teaching in the reception classes. These have yet to be developed in the nursery to help the recently appointed staff get to know children in greater detail.

Personal, social and emotional development

55 In personal, social and emotional development, the teaching is satisfactory and contributes to the steady progress children make, although many do not reach the level expected for their age. A particularly good feature is that children work well with others in a caring environment as they choose activities. Each child in the nursery is allocated a member of staff who is responsible for their well being. This helps young children settle quickly. The organisation in the nursery encourages children to become independent learners, although the number of activities on offer sometimes restricts their learning. Staff are always close at hand and help them to develop knowledge and skills through interesting play activities. Planning for children to become more independent through play is less well developed in the reception classes. This is mainly due to the use of the indoor accommodation and the fact that the timetable is not flexible enough to allow children to make their own decisions on which activity to undertake.

56 Children in all classes work with different staff throughout the sessions. Most of the youngest children in the nursery leave their main carer with confidence and older children, in reception classes, link up well with different staff for help and guidance. However, some staff in the nursery place too many restrictions on children and this affects their confidence. For example, in an outdoor play session, children did not have sufficient opportunities to experiment for themselves with different ways of moving and throwing. All children behave well and respond positively to directions and requests. Children are familiar with school routines, lining up sensibly before moving out of the area. Teachers explain clearly and this helps children to understand right and wrong in relation to school rules. Through good

examples from caring staff, children establish good relationships and friendships with others as they play together. They learn to listen to each other and respect each other's ideas. Children learn to share adult attention and take turns when they play with vehicles. This is evident when they give their friends "a ride" on the tricycles outdoors. In reception classes they have good opportunities to respond to religious and cultural events as they occur throughout the year and become aware and respectful of the needs of others. However, opportunities to find out about our multi cultural society are generally limited. Teachers actively help children to show care and concern for all things, for example, when they nurture seedlings outdoors. All staff take time to teach children to become personally independent.

Communication, language and literacy

57 Teaching and learning in communication, language and literacy are satisfactory overall and there were some good lessons in reception classes. Teaching and learning have improved since the previous inspection. By the time children reach Year 1, most have not yet reached their targets, but given the low attainment on entry, they make good progress. Good features of the teaching in reception classes are the good teamwork, the range of different activities and the guidance that children receive. Staff in reception classes place good emphasis on vocabulary during whole class teaching time and expect children to express their ideas. Older children communicate their ideas well; however, younger children have limited speaking skills. Towards the end of reception some children speak in simple sentences, but do not clearly connect their ideas or use a sequence of sentences to express their feelings. Staff in the nursery plan role play so that the scenarios change regularly, for example, children pretend to be in a garage and act out the part of mechanics. However, staff in the nursery do not interact sufficiently to provide an example using more complex sentences and to help children develop a wider range of vocabulary. Children have access to a selection of books and are encouraged to listen to the stories at home with parents.

58 In reception classes staff share books with children and read regularly to the whole class. Children already know many stories well and they join in with phrases they know. Some children begin to read common words and learn to identify letter sounds. However, early reading skills are only just developing for most children. In reception classes the structure of the morning session results in children having to sit for extended periods of time and consequently some children lose concentration. Nursery children have name cards, but these are not always readily accessible. In reception classes children receive good help from staff when learning to write their name. Older children write simple words from memory. Letter formation is taught systematically in reception classes and staff provide good examples for children to follow. The nursery and reception classes have clear print on all displays and this supports their learning well.

Mathematics

59 In mathematics teaching is satisfactory overall, there were some good lessons in reception classes. This is an improvement in teaching and learning since the previous inspection. Children enter the nursery with standards well below those expected of older three year-olds. By the end of reception, standards are still below that which is expected of children of this age, but all have made good progress. A good feature of teaching in reception classes is that activities are well planned, they are practical and match children's stage of development. This results in children making good progress. In the nursery, activities to promote mathematics lack focus and do not have a clear meaning for children. For example, children were threading string through number outlines, but very few were clear about the significance of this activity, therefore children do not always achieve as well as they could. Teaching makes good use of rhymes and songs to help children become aware of numbers increasing and decreasing, for example, in the nursery they sing songs about five currant buns. In reception classes they learn to count in ones and tens and clearly know the difference. Teachers use good strategies such as counting toes in tens. Good use is made

of household goods such as boxes to teach children properties of shape and many older reception children know how many corners and faces a cuboid has. Teachers in reception classes challenge children well in mathematics and the good progress they make is evident. As a result, older children who have been in the reception classes for three terms, reach the expected level for their age in mathematics, whereas younger children, recently admitted to reception, do not achieve the levels expected.

Knowledge and understanding of the world

60 Children start school in the nursery with very little general knowledge. By the time they enter Year 1, children's attainment is in line with the level expected for their age. Standards have been maintained since the previous inspection. This is due to the consistently good teaching, particularly in reception classes. Children in the nursery become aware of changes in plant and animal life as they observe seeds growing. They "paint" with water outdoors and watch it disappear as it dries. They play with water and sand, but there is very little focus in their learning and staff interaction is insufficient to make sure children learn to investigate and explore. As a result, children in the nursery are not always sufficiently challenged and they could achieve more. However, the good use of resources throughout ensures that children make very good progress in their technology skills. Children construct for a variety of purposes and learn how to use tools and equipment. For example, in the nursery, they use split pins to make wheels rotate and windscreen wipers move.

61 Progress in information and communication technology is particularly good for Foundation Stage children. Staff ensure that children develop confidence through computer games and develop the skills they need. Some nursery children print their own work without adult help. Children are aware of the environment around them, for example, staff take children to the school hall for different activities. Reception children have recently visited Crich Tramway Museum and activities were subsequently planned to develop their understanding. The outdoor curriculum supports this area of learning well as children undertake various activities each day. They talk about their family and past events in their lives. Children with special educational needs are helped well by adults towards understanding the daily routine. All children learn about important Christian festivals as they occur during the year and those in the reception classes develop an understanding of other cultures through eating different types of food.

Physical development

62 Children start school in the nursery with physical development below the level expected for their age. They make good progress, especially in the reception classes, and by the time they enter Year 1, children's attainment is in line with the level expected for their age. Standards have been maintained since the previous inspection. Children have good access to the area outdoors and learn to move with confidence and control. Equipment is changed regularly so children develop a variety of skills. They climb steps, crawl through tunnels and move in different directions. They use tricycles and prams regularly, learning to control movement and negotiate pathways around objects and other children. They use their feet to push and pull. Children in the nursery throw items towards a target. The majority show good control, but the range of techniques is limited and opportunities for experimentation are too few because the teaching is too controlled. For example, in a physical education lesson children had to wait in a queue for too long before they had their turn and did not have opportunities to experiment with a wider range of equipment. Children with special educational needs are given good adult help with their physical development. Regular access to the school hall and its equipment benefits all children and encourages them to move spontaneously in a large area.

63 Children have regular access to construction equipment and they learn to push and pull to join two pieces together. Teachers plan interesting activities to help children develop skills in manipulation by using paint brushes, handling dough and using cutters to make shapes with the dough. Children handle paintbrushes, thread beads, use scissors and pencils confidently. They learn to manipulate malleable materials such as playdough. However, in the nursery, teachers do not give enough opportunities for children to practise their skills by using a variety of equipment and experiment for themselves with a range of tools. As a result, children in the nursery are not attaining as well as they could. Teachers help children become aware of the importance of keeping safe. Staff ensure all children have regular exercise and learn how to care for themselves in terms of toileting and personal care.

Creative development

64 Children start school in the nursery with limited skills in creative development. The progress they make in the Foundation Stage is satisfactory although standards remain below average for this area of learning. This is a similar picture to that found in the last inspection. In the nursery, there are very few examples of children's work on display. However, the many recent changes of staff in the nursery mean that they have had little time to fully develop this area of the curriculum. The organisation of resources shows that children do not have enough access or opportunities to use materials and resources to express their ideas. Paint is ready mixed and limited in range so children do not experience the pleasure of mixing colour for themselves. Discussions with staff show that children in reception classes have not all acquired this basic skill, but their skills are improving as teachers encourage them to be more adventurous. For example, displays of art work in reception classes show that children learn the techniques of printing and collage and staff value it, displaying it very well, making the classrooms visibly attractive. Children have good opportunities to listen to relaxing classical music each morning in the nursery. They learn to sing songs and rhymes from memory. Staff plan role play activities in the nursery and the emphasis changes from time to time. However, there is too little intervention by staff to encourage children to fully develop their imaginative ideas. Role play opportunities are limited in reception classes at the moment but there are good planned activities, such as using dough, to help children develop an awareness of their senses.

ENGLISH

65 Pupils' attainment in English in Years 2 and 6 is below the levels expected for their ages. Pupils' speaking and listening skills are satisfactory, but there are weaknesses in reading and writing. Pupils' attainment is lower than at the time of the last inspection and standards have generally remained well below average. However, the school has recently made strong efforts to improve pupils' attainment and many pupils have made good progress. Unfortunately, this improvement has been too late and too sudden to make up for lost time. The situation has been exacerbated over the last 18 months by staffing difficulties which has meant that not all pupils have had the same teacher throughout the year. However, the main reason why standards are not as good as they should be is that teachers are not sufficiently aware of their pupils' needs to plan stimulating lessons which provide the right level of challenge for pupils of all abilities. This is particularly evident for pupils capable of higher attainment. Few such pupils achieve standards of which they are capable. This shortcoming was highlighted in the last inspection but the school has not addressed the problem. Pupils with special educational needs are given good help in lessons, these pupils make steady progress.

66 Pupils' skills in speaking and listening are satisfactory in Year 2. In lessons, teachers explain new learning clearly and, consequently, pupils listen and understand readily. In good lessons, teachers involve all pupils and allow time for lower attaining pupils to reflect and answer. Elsewhere, pupils develop their listening successfully when teachers read stories

expressively. In a lesson about a farmer, pupils quickly understood that the farmer was idle and described him as lazy and fat. This encouraged them to talk openly about the story. For example, many pupils predicted what might happen if the farmer continued to be lazy. In Year 6, pupils maintain satisfactory speaking and listening skills. Most pupils concentrate in class and understand what is required of them. For instance, pupils in one class were clear that they had to identify adjectives in a story about a shawl and could make suitable suggestions. Lower attaining pupils, including those with special educational needs, are less confident. In many lessons, teaching assistants ably help these pupils to understand and to talk about their work, but their vocabulary is weak and they are often reticent. Teachers do not always address this problem sufficiently well. Throughout the school, teachers do not always ensure that all pupils are involved in discussions. They often ask questions of the pupils who put their hands up but do not encourage less confident pupils to give opinions. In addition, teachers do not make the most of opportunities for speaking in lessons. For example, in a lesson on alliteration, pupils were asked to suggest words which began with “mini-”, instead of being asked to offer a range of short, snappy tongue twisters.

67 Pupils’ standards in reading, in Year 2, are close to the level expected for their age. Pupils enjoy reading and are quite confident when reading a familiar story. They begin to understand how to be expressive when, for example, reading dialogue. They have a sound vocabulary which enables them to deal with less familiar text. Lower attaining pupils have below average skills. They are uncertain about many words, such as “came” and “lived” and are hesitant with new words. Higher attaining pupils are more confident but are not as good as they should be. For example, they have the ability to tackle new words but they are not yet expressive enough and sometimes lose momentum. In Year 6, pupils’ reading is below average. Pupils read a narrow range of books which restricts their vocabulary. Most pupils read suitable text but they are not very expressive. They stumble over unfamiliar words like “porpoise”. Some pupils have stronger skills but are not as competent as they should be. They are fluent and efficient but do not read with enough understanding and the scope of their reading is limited. Lower attaining pupils are weak readers. They lack confidence and fluency and struggle to pronounce new words. They are well below average.

68 In Year 2, pupils have writing skills which are below national expectations. Pupils write simple narrative in reasonable sentences. Much writing is limited to describing actions and only higher attaining pupils benefit fully from activities such as writing recipes. Teachers do not provide sufficient challenge to enable pupils to write enough in subjects like geography and history, which could provide vital consolidation. Pupils’ spelling is satisfactory but their basic punctuation is erratic. Handwriting is not good. Many letters are badly formed and letter sizes vary too much. Teachers insist that pupils adopt a joined style too soon, before they have mastered letter shapes. Lower attaining pupils, including those with special educational needs, have weak skills. They write very simple sentences with help, but struggle with spelling and handwriting. However, higher attaining pupils write maturely, and produce well crafted sentences, with good spelling and handwriting. In Year 6, not enough pupils have satisfactory skills. Many pupils write reasonable narratives and they start to use complex sentences effectively. Their development of stories, however, tends to be mundane and not very imaginative. Their own influences lead them to write about fantasies, witches and scary stories. Teachers do not always provide enough challenge for pupils, as a result, there is not enough variety in their writing and their vocabulary is not broad. Only a few of those pupils capable of higher attainment achieve as well as they should, showing maturity of expression and paragraphing skills. Too many pupils express themselves too simplistically and do not structure their writing well enough. Their spelling and punctuation are insecure.

69 The quality of teaching varies from good to unsatisfactory, although it is satisfactory overall. Usually, teachers are well organised. They take a great deal of time to produce careful and detailed planning, with clearly defined objectives. This results in lessons being well focused and pupils knowing exactly what they have to learn. Teachers plan together to ensure that all pupils have the same opportunities across the mixed year classes. The school has recently begun to teach all the pupils in sets according to what they have

previously achieved. This has had a strong impact on pupils' progress because teachers have had to adjust their planning to allow for the different abilities. However, teachers do not fine tune their planning enough to provide the right kind of challenge for all pupils. For example, in one lesson on pluralising words ending with "f", the teacher did not check how many pupils knew this already. Expectations of pupils are sometimes inappropriate and the content of lessons is often uninspiring. The example of a story of a shawl read by one teacher to motivate pupils in Year 6 to write a story was so long and uninteresting that pupils became bored and restless.

70 Teachers make good use of support staff. Teaching assistants play a valuable role in working with groups of lower attaining pupils, often those with special educational needs, both in and out of classrooms. They have good relationships with pupils, involve all pupils sensitively, give clear guidance and praise pupils' efforts. As a result, pupils feel valued, gain self confidence and understand their work better. However, teachers do not always check whether all pupils have fully understood their learning. In a Year 6 lesson on adjectives, the teacher did not assess whether all pupils could identify them in text. Some pupils suggested words like "smuggled" and "Juanita". Teachers' assessment of pupils in general is not accurate enough. Teachers do not undertake regular and efficient testing of pupils' skills or monitor how well they are progressing over time. When teachers do assess pupils' work, their assessments are inconsistent, although many are accurate they set targets that are over optimistic. This does little to prepare pupils for National Curriculum tests.

71 The school follows an inclusion policy very well and all pupils are given a full curriculum range of opportunities to develop their English skills. However, there is little drama in English to develop and extend pupils' experiences. During the inspection there was no evidence that the learning rates were different for boys and girls. Teachers make sensible use of resources to improve pupils' learning. They encourage pupils to use thesauruses to find alternative words for descriptions, for example. In a Year 1/2 class, one teacher used simple stickers to reinforce spelling patterns. Teachers use big books to focus pupils' concentration. However, sometimes a lack of resources causes problems. In one lesson, 21 pupils had to share six reading books to follow a story. Consequently, many pupils could not see the text, lost interest and became fidgety. The tight layout of certain classrooms makes it hard for teaching and learning. Teachers have real problems in overcoming the sounds from the adjacent rooms, which distract the pupils, especially those in Years 3 and 4.

72 The subject lacks efficient leadership. Since the departure of the previous co-ordinator, the headteacher has not been able to reassign the role and has had to add it to his many other responsibilities. This is not an ideal situation. The grouping of pupils for lessons according to what they have previously achieved has been beneficial and there is a common will among staff to improve pupils' standards. However, the school has not analysed precisely why standards are not good enough and so cannot provide long-lasting solutions. For example, teachers have not highlighted specific weaknesses in writing or checked to see whether the types of reading books are good enough to motivate all pupils and broaden their expression and vocabulary. Although literacy skills are developed in a satisfactory manner across the curriculum, English is not woven enough through the whole curriculum and valuable opportunities are missed in many lessons to sharpen pupils' skills.

MATHEMATICS

73 In the present Years 2 and 6, pupils' attainment is below the level expected for their age. Results have gone down since the last inspection. However, pupils' attainment is improving. The impact of the National Numeracy Strategy and the setting by ability is helping to raise standards. The school's own analysis of pupils' attainment since last September shows significant improvements for most pupils. It also shows that these pupils have not been reaching their full potential in recent years and teachers have not used their assessments of pupils' work to set challenging enough targets. In some classes this is still

the case and teachers' expectations of what pupils can do are not high enough. Although a reasonable proportion reach the levels expected, too few reach the higher levels mainly because the pupils capable of higher achievement are not given sufficiently challenging work to do and are not achieving as well as they could. However, the mathematics co-ordinator has identified six Year 5 pupils who are talented in the subject and is providing them with a good level of challenge. This means that there are elements of good practice in the school. The co-ordinator is relatively new to the post but has good ideas to develop the subject further, which include the observation and evaluation of teaching and learning next term.

74 Pupils of average and below average ability achieve steadily in Years 1 and 2. However, pupils capable of higher attainment are often underachieving because the tasks set for them are too easy. They complete work they already understand. For example, in a Year 2 lesson on adding and subtracting numbers the teacher used good assessments of pupils' work the previous day to reinforce pupils' recording skills. However, the same worksheets were given to all pupils and the higher attaining pupils quickly answered all the questions and had to wait while more help was given to those who still needed it. This shows a lack of challenge for parts of the lesson. Most pupils make satisfactory progress in learning basic number skills and correct mathematical vocabulary. In most lessons they settle quickly to work and behave well. For example, in a good lesson for Year 1 pupils, a crisp introduction with carefully directed questions ensured that pupils understood the task of adding numbers together and so performed "jumps" on a number line. The lesson was successful because the teacher involved all pupils and inspired them to answer.

75 The setting of classes for mathematics and the employment of extra staff to provide smaller groups, especially for the lower achieving pupils, is having a positive effect on their attainment. However, this sometimes disguises underachievement of older pupils. Within the ability grouped classes, lessons are often aimed at the average pupils and so are not well matched to the needs of the pupils capable of higher attainment. For example, in a Year 5 lesson, pupils had to order decimals in a sequence and there was a very good link to fractions when pupils had to work out the correct order for 0.03, 0.05 and 0.45. However, because the teacher insisted on each sequence being completed by the whole class before moving on, pupils who readily grasped the concept spent some time waiting for others to finish. Pupils with special educational needs in Years 3, 4, 5 and 6 achieve well when they are in small withdrawal groups or receiving support in lessons, for example, in a Year 6 lesson using co-ordinates.

76 The quality of teaching is satisfactory and occasionally good throughout the school. Teachers plan thoroughly for their lessons using the structure of the National Numeracy Strategy. They have clear objectives which they share with pupils so they know what they are expected to achieve. In mathematics, almost all teachers manage behaviour well and maintain good relationships with pupils resulting in a good working atmosphere. However, there are times, especially in the Year 3/4 areas, where the noise from adjoining classes disrupts the concentration of pupils. For example, a small group of Year 6 pupils had difficulty hearing the instructions of the teacher when discussing the properties of shapes. Some were easily distracted and so their learning suffered. Lessons start with an oral and mental mathematics session. This is important because pupils often find difficulty in memorising number facts, such as multiplication tables. Where teaching is good, strategies to ensure pupils are actively involved, such as making up specific target numbers using several one digit numbers, is used and pupils enjoy the lesson. In these lessons, pupils apply themselves and gain confidence performing mental calculations quickly. In the best lessons, teachers help pupils to make links between what they have learnt before and what they are learning now and ask them to explain their answers. This improves pupils' learning.

77 The school follows an inclusion policy very well and all pupils are given a full curriculum range of mathematic opportunities. During the inspection there was no evidence that the learning rates were different for boys and girls. Pupils with special educational needs make good progress, especially when working with teaching assistants in small

groups. Activities are usually well planned for these groups, but this is not always the case when they work without extra help alongside their classmates. Sometimes the work is too difficult and they struggle to understand it. A weakness in the teaching of mathematics is that the quality of marking is inconsistent. Often, work is marked with just a tick, with not enough comment made about what the pupils need to do to improve their work further. Pupils do not currently have individual targets for mathematics, so they do not always have a secure view about what they do well and what they need to do to improve.

78 The school makes satisfactory and sometimes good use of numeracy to support learning in other subjects, for example, good use is made in history in extending the knowledge and understanding of chronology. When used, information and communication technology helps pupils to learn in mathematics and this is particularly evident when pupils use information gathered in lessons to enter into a spreadsheet to be used to compare the costs of different school meals. However, most teachers do not yet consistently plan opportunities to use information and communication technology. In most lessons, good use of questioning ensures that pupils' skills in speaking and listening are developed well, particularly in the first part of lessons during problem solving activities.

79 The leadership and management of the subject are developing well. The relatively new co-ordinator has good plans for the development of the subject and was instrumental in the analysis of data from tests undertaken by the school to decide the composition of the sets. This strategy is having a positive impact on pupils' attainment and the next development to improve the accuracy of assessment and use the information to set more individual targets is a step in the right direction. The co-ordinator has attended courses to develop expertise and checks teachers' planning but has not yet had time to observe teaching and learning and so help improve all pupils' attainment and progress in mathematics. Resources have been maintained since the previous inspection and are satisfactory.

SCIENCE

80 In the present Year 6, pupils' attainment in science is broadly in line with levels expected for their age. This is a similar picture to that seen at the previous inspection. The school has managed to maintain these standards because the curriculum is well planned and teaching is satisfactory and sometimes good. Another reason is that the school is providing extra science lessons for pupils in Year 6 to prepare them for the National Curriculum tests. These are taught well and are having a significant impact on standards. The school's overall test results in recent years have been well below national averages because very few pupils achieve the higher levels. One of the reasons for this is that teachers do not always plan work which is matched to ability. Most pupils make satisfactory progress, but some pupils capable of higher attainment could do more. In the present Year 2, pupils' attainment is in line with the standards expected for this age. This is an improvement since the previous inspection when standards were below expectations and this matches the good improvement in the 2001 National Curriculum assessments. However, few pupils are working at the higher levels. Pupils with special educational needs are very well supported in lessons and these pupils make steady progress. There are no significant differences in the achievement of boys and girls.

81 Pupils in Year 2 are developing a reasonable fund of knowledge about the world. Teachers explain ideas clearly and train pupils to predict, test and record and most pupils do this well. For example, they make sensible predictions when growing plants and show that they know how to measure and collect simple data. Pupils say whether a test is fair. In one lesson on forces the teacher pretended to make every possible mistake and was quickly corrected by the class. Most pupils record their results and try to explain what they see, for example, "I think the stem went black because it had no light". When they test friction, pupils make good diagrams and write labels correctly. These help pupils to make sense of what

they find out and pupils use them well when they explain their results. Teachers encourage all abilities to write their own reports and pupils make steady progress in this.

82 In Year 6, most pupils have a satisfactory range of knowledge about science. This is because teachers plan a sensible balance of experimental work and the learning of scientific facts. When they investigate, most pupils observe and record without help. Teachers throughout the school encourage this, for example, a Year 4 teacher wrote, "This conclusion is a guess, scientists don't guess". As a result, some pupils become confident enough to explain their thinking. For example, "I predicted that the water would make things lighter, but I wasn't 100 per cent sure because a sponge weighs more in water". Pupils use clear diagrams, charts and graphs, for example in the lessons on air resistance or light sources. These increase their understanding of scientific ideas. The consistent teaching of how to organise an experiment and examine the results means that pupils continue to refine their ideas on fair testing. For example, in a lesson on electrical circuits in Year 6, pupils listed all the variables and said which they had to alter or leave the same. However, teachers do not always make the most of this ability, for example, by giving pupils responsibility for additional tests to check results.

83 Teachers plan thoroughly and explain to pupils what they will be learning. Lessons begin promptly and equipment is ready to use. As a result, almost all pupils listen well and are keen to get started. In discussions, teachers make sure that pupils of all abilities have a chance to contribute. Teaching assistants and other adults are well prepared and help is usually at hand for any pupil who needs it. Pupils are interested, they enjoy their lessons and remember what they learn. Marking is generally thorough and helpful, although there are a few examples of undemanding work being generously praised. This does not tell pupils how well they are doing and how they might improve. A weakness in the teaching is that, in most lessons, pupils of very different abilities all do the same work. The lower attaining pupils are given good help, but some others have to sit through long explanations which they do not need. There is no agreed whole school system to record what pupils know and can do in science. Teachers keep their own notes but some of these are time consuming and not always accurate or useful.

84 The acting co-ordinator for science has not yet had the chance to look at lessons, this was postponed because of staffing difficulties. Teachers in year groups plan together, this is a useful way to share equipment and to compare what works well. However, there is no regular system in place to look at pupils' work and to grade it against National Curriculum levels. This would help teachers to plan work which challenges the pupils capable of higher attainment. The school has correctly identified an analysis of its annual National Curriculum test results as a priority in raising standards. The guidelines for the subject are an adapted version of national guidelines and this provides a secure base for ensuring that all areas of science are taught regularly. The school has begun to use information and communication technology in science to present results or to search for extra evidence, but this could be extended, for example, in the use of sensors.

ART AND DESIGN

85 Pupils' attainment in the present Years 2 and 6 is in line with the levels expected for their age. All pupils make steady progress as they move up the school. Pupils with special educational needs receive good help in lessons. The school has reviewed and improved its provision for art and design and the results of this are beginning to show in better quality work. Displays throughout the school are attractive and show pupils' work to advantage. There are new guidelines based on national guidelines and the objectives for each lesson are now clearer. This is an improvement since the last inspection.

86 Art and design are used well to enrich pupils' learning in other subjects. For example, pupils make Egyptian death masks and Viking shields. This work links well with history. Pupils develop skills and understanding in both subjects and the work they produce

is both interesting and purposeful. The quality of teaching is satisfactory. This is due to the implementation of the guidelines for the subject and the consequent improved planning which supports teaching. The lessons seen during the inspection were satisfactory. Teachers provide activities which are meaningful for the pupils and aimed at developing pupils' knowledge, understanding and skills. Pupils enjoy art and design and behaviour is generally satisfactory during lessons. Older pupils use sketchbooks, which show steady improvements in their skills. In Years 5 and 6 teachers make good use of technology, including photography, to inspire pupils. Action photographs of each pupil are photocopied and pupils use the outline, combined with elements of montage, to produce a good "moving picture".

87 In some classes pupils have limited space and are restricted when getting out resources; this causes disruption at times. In Years 3 and 4, pupils designed a chair for a Viking. Teachers encourage pupils to work in pairs, helping one another in their creativity. They give pupils opportunities to focus on their work, discuss and design their ideas. Pupils then have time to reflect on the quality of their work and make necessary improvements. Displays in Years 1 and 2 show that pupils have some opportunities to work with clay. They are inspired by the work of William Morris when developing their own patterns. However, pupils throughout the school do not have enough planned opportunities to work in three dimensions. They have too little access to the work of artists to inspire them and there is too little emphasis on art from different cultures. Teachers are clear about pupils' level of ability on a day-to-day basis, but do not make enough use of this knowledge to plan challenging work for all pupils. Assessment systems are not yet in place for art and design.

88 The subject is managed effectively and an action plan has been developed. Although the subject co-ordinator checks the quality of teachers' planning and its outcomes in pupils' work, this good monitoring is not extended to observing lessons. This limits the progress the co-ordinator can make in developing the subject and ensuring that standards continue to rise. Planned visits are occasionally arranged to extend pupils' understanding of art and design. For example, a visit to a pottery factory gave pupils an insight into working with clay.

DESIGN AND TECHNOLOGY

89 In Years 2 and 6, pupils' attainment is in line with the levels expected for their ages. This is a similar picture to the previous inspection. Most pupils have a sound understanding of the process of designing and making. They have good opportunities to evaluate their work as they go along. There are new guidelines for the subject, based on national guidelines and this supports teachers' planning well. The curriculum is broad and relevant to pupils' needs.

90 Teaching is satisfactory overall and helps pupils learn at a steady rate. Pupils with special educational needs receive good support. As a result, they too make steady progress. Good teaching in Years 5 and 6 ensures that pupils understand the processes needed to make bread. Pupils make good progress when they design cars and make them with wood. They talk enthusiastically about the system they used to make the cars move and the function of different materials within the process. Pupils make shelters, using a variety of materials and explain well why they select pipe cleaners to join the frame. Photographic evidence shows that pupils create card patterns and cut outlines in fabrics and papers. They make monsters and devise ways of making them move.

91 Teachers plan activities that interest the pupils, as a result, pupils are keen to work and talk about what they have done. In classes in Years 1 and 2, teachers provide work that develops a sound knowledge of the design process and they link this to the development of skills in measuring, shaping, cutting and fastening. These pupils use household objects to make models and work together to produce, for example, large houses with doors and windows that open. They use a range of materials, including cellophane to represent glass. They cut out outlines of cars and devise a way of making them move along a road. The methods teachers use work well and help pupils build on their skills. For example, in Years 5 and 6 teachers demonstrate well when showing pupils how to make bread so pupils measure accurately and knead the dough successfully.

92 The co-ordinator is enthusiastic and knowledgeable. There has been a system to monitor teaching in the past, but this has not been possible recently. Teachers are clear about pupils' level of ability on a day to day basis, but there is no agreed system for assessing or recording what pupils can do. Until these gaps in provision are remedied it is unlikely that the school will be able to raise standards beyond what they are at present.

GEOGRAPHY

93 The last time the school was inspected, standards in geography were average. Since then, pupils' attainment in Year 2 has remained in line with the level expected for their age, but in Year 6 standards have fallen and are now unsatisfactory. Pupils make satisfactory progress in Years 3 and 4 but this is not continued in the oldest classes. Teachers do not make the most of the short time available for the subject and so all pupils, including those with special educational needs, do not make sufficient progress.

94 By the time pupils are seven years old they can make simple comparisons between how people live on a fictional island and in their own locality. Teachers introduce some geographical and fieldwork skills in a study of part of the school grounds. Pupils observe, record and make a chart about land use. However, pupils do not have enough opportunities to extend this work, for example to another area, and so their understanding is limited. They move on to colouring a map of the British Isles or making a pictorial map of the island rather than exploring what they know around them.

95 Teachers in Years 3 and 4 ensure that pupils use and interpret maps and plans. They do this by introducing a well planned sequence of maps, moving out from the local area and increasing the range of information available. As a result, all pupils use and understand keys, symbols and a four figure reference. They make good graphs about local features and the higher attaining pupils attempt to describe terrain from their grid references.

96 Pupils in Year 6 do not make sufficient progress because teachers do not build on this previous knowledge. Some of the work is undemanding, for example, pupils read about and draw maps of the Scottish Highlands but they do not make any worthwhile deductions from what they find out. One pupil wrote, "Some are big and some are small", the teacher's comment was "super work". When pupils compare different mountain ranges they talk about landscape and weather, but they do not know enough to comment on the lives of the people who live there. Teachers do not provide a wide enough variety of up to date resources. Collecting information from ski holiday literature gives pupils a too narrow range of information on mountain life. Teachers make a useful link with science when pupils prepare good temperature charts for each mountain area, this helps them to understand more about the landscape and the people who live there.

97 When pupils in Year 6 investigate, "Should the High Street be closed to traffic?", there are some of the same weaknesses in the teaching. Teachers' expectations are too low and pupils are not required to work beyond a superficial level. These are the main reasons for the unsatisfactory standards in geography. For example, the pupils prepare a survey and collect information, but they do not spend enough time examining the evidence, presenting the information and making a reasoned decision about the outcome.

98 The co-ordinator is knowledgeable but has not yet been able to look at other lessons or check pupils' work. The curriculum has been revised, it is now well-organised with good guidance for teachers. This is an improvement since the previous inspection. The school guidelines are based on national guidelines but there is no agreed whole-school system in place for assessing or comparing pupils' work. Teachers do not have the information they need to plan work at the right level for all the ages and abilities in the class. There are useful links with other subjects but insufficient use of information and communication technology, either for research or for analysing the data which pupils collect.

HISTORY

99 In Years 2 and 6, pupils' attainment in history is in line with the levels expected for their ages. However, standards in Years 5 and 6 ought to be higher. Pupils in these classes do not make as much progress as they should. This is because their teachers do not make the most of the short time available for the subject and their expectations are too low. Pupils in Years 3 and 4 make the best progress. The teaching here helps pupils to improve both their knowledge and their skills in research, but teachers in the final years do not always take this forward to set more advanced work. In Years 1 and 2, pupils make steady gains in their understanding of the past. Pupils with special educational needs are supported well in all classes and make progress in line with the rest of the class. Standards overall are similar to those seen at the previous inspection. Since then, the school has made a satisfactory improvement in its curricular planning by adopting national guidelines. However, there is still some underachievement and the good progress made by pupils capable of higher attainment through their own research has not continued.

100 Pupils in Year 2 develop their understanding of the lives of people in the past, for example, when they listen to well chosen stories written by evacuees in World War II. Teachers use role play to help pupils imagine how it was. When looking at the lives of famous people, pupils show that they are beginning to understand why things happened as they did, for example, when they write about Guy Fawkes. Some pupils remember many details of this story. Teachers use pictures and artefacts well to show how we find out about the past, for example, looking at ration books, or sorting old family photographs into a timeline. Pupils are interested in these and begin to look at evidence such as clothes, hairstyles and vehicles.

101 Pupils in Year 6 do not use enough first-hand sources of evidence and, as a result, their work is sometimes superficial. For example, after learning about the Beatles from

books and worksheets they compare them with a more recent band. Some write answers such as “They had four boys and my group has a girl”, which does not help their understanding of history in any way. In contrast, pupils in Years 3 and 4 learn a lot from their visit to a Roman museum. They write lively descriptions of characters such as Boudica and can talk about cause and effect when they say why the Iceni rebelled. They consider alternative versions of history and match characters to points of view. When teachers in Years 5 and 6 provide interesting material and set more challenging tasks, the pupils respond well, for example, when they study the Victorians. In this work, pupils of all abilities organise and present their work more carefully. They show that they are beginning to understand social changes, for example, when they write about the railway navvies or the lives of rich and poor children. Pupils’ knowledge of facts is better than their ability to interpret historical sources. Skills of enquiry are introduced in the younger classes, when Years 3 and 4 pupils look at several examples of longships and consider why they were built as they were. These skills are not systematically developed in the older classes. This affects the opportunities for pupils to use their skills for finding information independently. This is particularly so for pupils capable of higher attainment.

102 A weakness in the teaching is that marking does not always help to raise standards. Teachers accept work, which is clearly not the pupils’ best. In a few cases some quite shoddy work is given praise or merit points. Where marking is good, the teachers’ comments help pupils to see clearly how well they are doing and suggest ways to improve. In most lessons, pupils of different abilities all do the same work. Teachers do not plan work well enough to match pupils’ needs. It is too easy for some and too hard for others. There is no whole-school system to note what pupils already know and can do. As a result, the pupils’ books contain insufficient extended work or individual research from the more capable pupils and too many pages where pupils of lower ability have not managed to finish the work.

103 The school has begun to adapt the new programme of work to fit its own planning, but has wisely avoided too many changes. Teachers are building up resources for each unit of work, this will be important as some of those in school are showing their age. There are, for example, not enough computer programs available for pupils to find out more. History has not been a priority in recent years and the co-ordinator has not yet had the chance to see other lessons and influence colleagues. This will be an important step in establishing more consistent expectations and so raise standards further.

INFORMATION AND COMMUNICATION TECHNOLOGY

104 In Year 2, pupils’ attainment in information and communication technology is in line with the level expected for their age. There was insufficient evidence in the last inspection to make judgements and therefore comparisons cannot be made. For the oldest pupils in Year 6, information and communication technology skills are rising rapidly due to the regular planned use of the computers and the whole school guidelines that give teachers a good framework for planning lessons. However, mainly because of the disruption over the last two years, regular breakdown of computers and a change to more modern technology, pupils’ skills in certain aspects of information and communication technology are below those expected for their age. For example, they have limited knowledge of how to use computers to control events, such as writing a simple program to control traffic lights, or to use the sensing equipment to study physical changes, such as temperature. The school has the necessary equipment but has not yet used it. Information and communication technology is valued as an essential part of the curriculum, although the time given to it still varies from class to class. For example, the computers are still not used consistently by all teachers to improve pupils’ work in information and communication technology and in other subjects and teachers rarely show in their planning of other subjects how it could help pupils’ studies.

105 By Year 2, pupils use basic graphics and word processing programs to produce words and pictures. They save their work and organise and correct text, for example, when

correcting spelling and punctuation. In a Year 1/2 lesson, pupils were using the computers in a mini suite next to the classroom, they “log on” and open the program they need. They select a picture from another program and incorporate it into their work in word processing. They had to use capital letters and full stops correctly before printing their work. Pupils thoroughly enjoyed their lesson and their learning improved considerably. In discussions, pupils described how the floor robot, called a “roamer”, can be programmed to go a certain distance before turning and moving forward again. Year 2 pupils produced a good range of pictures when using a graphics program as part of a lesson that linked well with their art and design topic. Pupils used their knowledge to log on and select the correct program, they used the mouse to click and drag lines into different positions to create a variety of boxes which they moved around the screen to create a house, filling parts with different colours and they expressed real delight when they were printed.

106 Older pupils use a more advanced program to produce imaginative posters for an exotic pet. The project was just starting but pupils in Year 6 explained how they intended to use the Internet to select pictures and use them in their posters. The teaching of information and communication technology is satisfactory and sometimes good and pupils are rapidly improving their skills. For example, in a Year 5/6 lesson, the teacher demonstrated how to enter data by using a computer connected to an overhead projector to demonstrate to the whole class how to select the correct boxes and create a spreadsheet to compare the costs of school meals. Selected pupils moved quickly in pairs to the computers and showed good skills in their ability to log on, select the icons needed to bring up the program and enter data correctly and confidently. An analysis of previous work and discussions with pupils show that they complete research using the Internet to enhance their studies in other subjects. For example, Year 5/6 pupils produced information for their history topic on John Lennon and Year 3/4 find out about Viking boats. Teachers demonstrate the capabilities of the computer very well and make sure that all pupils understand how to use the different mouse options and icons accurately. This makes a very positive contribution to learning and progress.

107 The quality of teaching of skills in information and communication technology is satisfactory and sometimes good. A major strength is the pupils’ positive attitudes when using computers. However, these positive attitudes are not fully exploited by teachers in planning and using computers sufficiently often to allow pupils to fully develop their skills by using information and communication technology in other subjects. Teachers have reasonable knowledge of the curriculum and the co-ordinator has a very good plan in place to develop their skills in the use of the most recent programs introduced into school. Teaching assistants are used well to support small groups or individuals so that pupils, including those with special educational needs, get on with their work enthusiastically. This was demonstrated very well in a Year 1/2 lesson where pupils were learning how to transfer a picture from one program to another and then write their own descriptive sentence about it. The teaching assistant worked with groups of pupils, enthusiastically giving them well timed guidance and help which enabled them to make good progress in acquiring new skills and to achieve as well as the rest of their class. Teachers sometimes use other subjects, such as science or art and design, to provide the basis for teaching pupils new skills, but the use of information and communication technology in classrooms and within other subjects is inconsistent which adversely affects pupils’ progress.

108 Pupils of all ages enjoy learning about and using information and communication technology. They work well together, showing due care and respect for the expensive and fragile equipment as well as for the suggestions and opinions of their classmates. The co-ordinator is knowledgeable and enthusiastic and has completed a good audit of teachers’ skills so that future training can be tailored to the needs of the school. The school has given a great deal of thought to the future development of information and communication technology. The co-ordinator manages the subject well and has good plans in place to develop the potential of the subject further, for example, the use of the new resources to improve pupils’ skills in using control and sensing experiments.

MUSIC

109 Insufficient evidence was available during the inspection to make judgements about the teaching of music or to report on the attainment and progress of pupils. The school use a specialist teacher to work alongside school staff and this provision is organised for a Friday, the day after the inspection finished. However, in assemblies pupils' singing was tuneful and most pupils thoroughly enjoyed the experience. In an assembly for younger pupils, recorded music was used well to produce a family atmosphere and the two hymns were sung very well by pupils who knew and used all the actions for one hymn.

110 The records of work held by the co-ordinator show the full curricular coverage during the year in all aspects of music. There was clear photographic evidence of pupils performing using a variety of instruments and the Christmas productions are always well received by parents. Two extra curricular activities were observed when pupils were playing hand bells and guitars. The skill of the pupils making music with hand bells was very good and they obviously enjoyed the session. The guitar club makes a significant contribution to pupils' musical skills for all the participants. The co-ordinator is enthusiastic and knowledgeable, has undertaken an audit of resources and controls the budget for the subject. This provides a good lead and genuine management role. Resources for music are satisfactory, well organised and readily available for the use of staff and pupils.

PHYSICAL EDUCATION

111 It was not possible during the inspection to judge pupils' attainment in all areas of physical education and so comparisons with the last inspection are not possible. In Year 2, pupils have satisfactory skills in games, while older pupils have satisfactory dancing skills. Close links with the nearby secondary school are beginning to improve both staff expertise and pupils' abilities. Throughout the school, pupils' attainment in swimming is above expectations, because of the school's insistence that all pupils swim regularly from an early age.

112 In Year 2, pupils play games well and they are quite skilful. Teachers demonstrate techniques to pupils correctly so that they know how to perform actions. Pupils have good co-ordination, for example, to help them balance a ball on a bat while standing or walking, although most pupils lack real confidence and poise. In one lesson, the teacher did not insist enough on precision for all pupils to improve swiftly enough and they tended to repeat uncertain actions and drop the ball frequently. Pupils' swimming ability is good. Nearly all pupils can swim at least a short way, while the very best can swim at least 100 meters.

113 In Year 6, pupils dance well. They perform a country dance, such as the "Dorset Ring" competently. They know the sequences of the steps and work well with a partner. However, much of their movement is casual and only a few pupils, usually girls, really immerse themselves in the rhythm of the dance. Pupils begin to suggest new ideas for dance, to develop the basic routine, but they still need the advice of adults to organise and practise their suggestions. On their own, some pupils lack the self discipline to participate fully in the activities. As with the younger pupils, the quality of swimming is good. Virtually all pupils can swim, although there is a small number of pupils who still cannot swim the expected length. The vast majority not only swim up to 400 metres, but also develop other skills, such as life-saving.

114 The teaching is satisfactory, sometimes good. Teachers explain techniques well to pupils and instill a sense of fun into lessons. Pupils, therefore, know what to do and enjoy their learning. Teachers encourage pupils to develop social skills through working with partners and this is successful. Boys dance happily with girls and pupils with physical handicaps are wholly integrated into lessons. Teachers expect good levels of behaviour but do not always succeed when pupils become restless as they wait for a turn. This was especially evident in a games lesson, because there was not enough equipment for each

pupil to work at the same time. In good lessons, teachers make the most of teaching assistants to divide pupils into groups and so focus more closely on the activity. Teachers do not insist enough on precision to ensure good progress. In dance lessons, pupils did not have enough basic skills or acquired deftness to create their own dance routines. The teaching of games is constrained in poor weather by the small size of the hall. However, the all weather field outside is used very well for physical education lessons.

115 This subject benefits from its close links with the nearby secondary school which is a Centre of Excellence for sport. Teachers from that school coach pupils in activities such as hockey, rugby and dance both within and outside the school day. There are opportunities to use the secondary school facilities and for teachers to hone their own skills by working alongside specialists. The subject co-ordinator is keen to foster this link and her enthusiasm ensures some good after school activities, such as athletics and rounders.

RELIGIOUS EDUCATION

116 Standards in Years 2 and 6 meet those prescribed by the locally Agreed Syllabus and are in line with those expected for pupils' ages. The quality of the provision has been maintained since the last inspection and this allows pupils to progress steadily and securely through the interesting learning opportunities planned for them. Teaching is satisfactory and sometimes good. Under the good direction of the co-ordinator, guidelines have been written which are used well in teachers' planning of lessons. This is well linked to the locally Agreed Syllabus and the curriculum is broad and covers all requirements well. As a result, the subject makes a significant contribution to pupils' spiritual, moral, social and cultural development.

117 Teachers use good teaching methods in their lessons. They make good use of good quality artefacts and videos either to introduce new learning or to check on pupils' understanding. For example. In a Year 1/2 lesson the teacher discussed with pupils the idea of a special journey and then showed a video detailing the journey of an Islamic boy to Makkah. Very good questions by the teacher ensured that all pupils understood the idea of pilgrimage and linked it well to a history topic on their own journeys. In a Year 5/6 lesson, pupils shared their knowledge and understanding of the significance of the Bible to Christians. In discussions, pupils showed a sensible attitude and understood stories about Jesus that provide us with guidelines for living.

118 Teachers plan lessons well. They link the subject well to other subjects to help pupils' understanding and generate discussion. In a lesson in Year 3/4, the teacher introduced and explained the meaning of Passover. The various foods eaten at this time and their significance to the Jewish people were covered well. By the end of the lesson pupils understood that the Jewish name for Passover is Seder and that it is a very special celebration for them. In Year 1/2 pupils record their thoughts on the Harvest Festival celebration by Christians by expressing their belief that everyone should have a share. They study the life and times of Jesus and understand the importance of Christmas and Easter in the religious calendar.

119 Teachers work together well. Teachers plan lessons in year groups so that all pupils have the same experiences. A strength of the subject lies in the way that teachers use the personal, social and health education programme to extend learning in religious education. Pupils discuss friendship, responsibility and care for others which links meaningfully to discussions based on the beliefs of Jesus. Teachers share the targets with pupils at the beginning of the lesson and check at the end of the lesson to make sure that targets have been met. In this way pupils are involved in their own learning. Pupils with special educational needs are well catered for through more simplified activities and with good help either from the teacher or the teaching assistant.

120 In most classes, pupils' good knowledge and understanding is reflected in their written work. In a minority of classes, however, teachers' expectations are not high enough with some tasks not well enough matched to pupils' maturity or ability levels. All work is marked regularly and teachers give praise and encouragement to pupils. Opportunities are often missed to suggest how work could be improved. Assessment is not used sufficiently well to inform planning so that those pupils who are capable of higher attainment do not have the opportunity to work at a more challenging level. Once this is in place, standards are likely to rise. The headteacher is the acting co-ordinator, which adds to an already heavy load, but he is managing the subject well and knows the areas for development very well.