

INSPECTION REPORT

LAMBLEY PRIMARY SCHOOL

Lambley, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122654

Headteacher: Mrs K Lodder

Lead inspector: Mr K Williams

Dates of inspection: 20th – 23rd September 2004

Inspection number: 267170

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4-11
Gender of pupils:	Mixed
Number on roll:	106
School address:	Catfoot Lane Lambley Nottingham Nottinghamshire
Postcode:	NG4 4QF
Telephone number:	0115 9313515
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Appropriate authority:	Governing body
Name of chair of governors:	Diane Bathgate
Date of previous inspection:	15/03/1999

CHARACTERISTICS OF THE SCHOOL

Lambley is a community primary school situated in the village of Lambley to the north-east of Nottingham. There are 106 boys and girls on roll, attending full-time, which is smaller than average. The pupils, about half of whom live outside of the school's catchment area, join the reception class at the beginning of either the autumn or spring terms. Those who join in January attend on a part-time basis during the autumn term. The attainment of pupils on entry to the school is above average. Almost all of the pupils are of white British background. An average proportion of pupils (17) have been identified as having special educational needs, including one who has a Statement of Special Educational Needs. Three per cent of the pupils are eligible for free school meals, which is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21074	Keith Williams	Lead inspector	Mathematics, science, art and design, geography, history, physical education, Foundation Stage
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21069	Paul Edwards	Team inspector	English, information and communication technology, religious education, design and technology, music, special educational needs, personal, social and health education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

As a result of very good leadership, management and teaching, the school provides a **very good standard of education**. Pupils make very good progress and achieve very well; by the end of Year 6, standards in English and mathematics are well above average. Overall, the school gives very good value for money.

The school's main strengths and weaknesses are:

- The headteacher, staff and governors have created a very positive ethos in which pupils of all abilities are welcomed and encouraged to do their best
- Standards are high in English and mathematics because these subjects are very well taught
- Standards in information and communication technology (ICT) are rising, but they could still be higher
- The teachers ensure that lessons are very well organised, interesting and challenging and the teaching assistants provide very good support
- The pupils have very positive attitudes, behave very well and their personal development is very good
- The reports for parents on their children's progress do not always provide enough information about how well they are doing and what they need to do to improve

Overall, the school has made good progress since it was last inspected. The high standards in English and mathematics and the very good quality of education have been maintained. Good progress has been made in addressing the key issues. A new policy for marking and day-to-day assessment has been implemented successfully; new climbing apparatus has been installed in the hall and the outdoor provision for children in the Foundation Stage is now very good.

STANDARDS ACHIEVED

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

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

These results relate to the pupils who were in Year 6 in 2003. The number of pupils in each year group is usually small, so the interpretation of test results requires caution, as they can vary from year to year. The results in 2003 compared unfavourably with those of similar schools. However, although national comparisons are not possible, the results in the last set of national tests in 2004 show a significant improvement. Inspection evidence confirms that standards are rising and pupils are now achieving very well because of improvements to the teaching and organisation of the subjects. Children in the Foundation Stage achieve well and, by the end of reception, most are likely to exceed the goals expected of them in each of the areas of learning. In the last set of test results for pupils in Year 2, standards were well above

average in reading, writing and mathematics when compared with all schools and with those in similar circumstances. Inspection evidence confirms that, by the end of Years 2 and 6, standards are well above average in English and mathematics and above average in science. Standards in ICT are in line with what is expected of pupils of this age and, although they are rising, they could still be higher. Standards in religious education are in line with expectations at the end of Year 2 and above those expectations at the end of Year 6. Across the school, those pupils with special educational needs achieve very well.

The pupils' **personal development, including their spiritual, moral, social and cultural development, is very good.** They have very positive attitudes to school and their behaviour is very good. Attendance and punctuality are good.

QUALITY OF EDUCATION

The school provides a very good quality of education. The teaching is very good overall and contributes to the good start made by the children in the Foundation Stage and the pupils' very good learning and achievement in Years 1 to 6. The teaching of English and mathematics has improved and is particularly strong, which contributes significantly to the rising standards. There are now very good procedures for tracking progress in these subjects. The teachers, very well supported by teaching assistants, are very successful at providing interesting lessons that challenge pupils of all abilities. Pupils with special educational needs benefit from the support they receive and make very good progress.

The school provides a very good curriculum, enhanced by a very good range of enrichment activities. The care and welfare of the pupils are very well managed and they are offered very good support and guidance. The school benefits from very good links with parents, good links with the community and satisfactory links with other schools.

LEADERSHIP AND MANAGEMENT

The **leadership and management of the school are very good.** The headteacher has a very clear vision for the school's development and, together with staff and governors, has created a very positive ethos in which all pupils, including those with special educational needs, can learn and achieve very well. There is a very strong sense of teamwork: all staff are encouraged to play a full part in the running of the school and they provide excellent role models for the pupils. The governing body contributes very effectively to the development of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The vast majority of parents hold the school in very high regard. In particular, they indicate that their children like school. They are expected to work hard and are encouraged to become more mature. Parents appreciate the way new children are welcomed. The pupils, too, are positive about their school, particularly that they are treated fairly and that their teachers help them.

IMPROVEMENTS NEEDED

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

- Continue to raise standards in ICT
- Improve the quality of written reports to parents to the level of the best

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The evidence of the inspection confirms that the pupils' achievement is very good overall. Standards in English and mathematics are well above average by the end of Years 2 and 6 and in science they are above average.

Main strengths and weaknesses

- The very good provision in English and mathematics means that the pupils achieve very well in these key areas
- Standards are rising in ICT, but could still be higher

Commentary

1. The children's attainment when they first join Reception covers a broad range, but is above average overall. The very good teaching and the broad and balanced curriculum mean that the children make good gains in their learning and are achieving well. Most of the children are well on course to exceed the goals expected of them by the end of Reception in each of the areas of learning.
2. The number of pupils in each year group is usually small, so the interpretation of test results requires caution, as they can vary from year to year. This is most noticeable in recent Year 6 results. The results for 2004 show a significant improvement on the previous year. All of the pupils achieved the expected Level 4 in the core subjects. The proportion achieving the higher Level 5 increased significantly, too, with almost all achieving Level 5 in English, about a half in mathematics and almost three-quarters in science. In 2003, the national test results were average in English and above average in mathematics and science. When compared with similar schools, the results were well below average in English and below average in mathematics and science. In comparison with those schools having a similar proportion of pupils eligible for free school meals, standards were below average in English and average in mathematics and science. The proportion achieving the higher Level 5 was above average in mathematics and average in English and science. Over recent years, the results have been improving at a broadly similar rate to the national picture.
3. Inspection evidence confirms that standards in Years 3 to 6 are rising and the pupils are now, because of improvements to the teaching and organisation of the subjects, achieving very well, particularly in English and mathematics. In particular, the school has worked very effectively to raise boys' attainment, especially in writing, and inspection evidence indicates that there is no significant difference in the achievement of boys and girls. By the end of Year 6, standards are well above average in English and mathematics and they are above average in science.

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

Standards in:	School results	National results
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English	27.4 (27.3)	26.8 (27.0)
mathematics	28.2 (28.3)	26.8 (26.7)
science	29.4 (30.2)	28.6 (28.3)

There were 15 pupils in the year group. Figures in brackets are for the previous year

- The school's results in the 2003 National Curriculum tests for pupils in Year 2 were well above average in reading, writing and mathematics when compared with all schools and those in similar circumstances. The proportion of pupils reaching the higher Level 3 was above average. The results over recent years have been consistently well above average or amongst the top five per cent nationally. Although national comparison is not yet possible, the results for 2004 are similarly high.
- In Years 1 and 2, inspectors found that the pupils' achievement is very good overall and, by the end of Year 2, standards in reading, writing and mathematics are well above average.

Standards in national tests at the end of Year 2 – average point scores in2003

Standards in:	School results	National results
Reading	17.8 (18.2)	15.7 (15.8)
Writing	17.2 (17.3)	14.6 (14.4)
Mathematics	18.2 (18.2)	16.3 (16.5)

There were 19 pupils in the year group. Figures in brackets are for the previous year

- The pupils with special educational needs achieve as well as their classmates and make similar progress. This is because teachers ensure that these pupils receive good additional help in lessons. The school has very good procedures to identify any problems the pupils are having with their learning and, as a result, any difficulties are quickly remedied. The teaching assistants have a significant impact on the achievement of all pupils, including those with special educational needs.
- The school's focus on raising standards in English and mathematics is reflected in the well above average standards and very good achievement in those subjects. The provision for ICT has also improved. The pupils now have access to laptop computers and the teachers' knowledge and confidence have increased through training and support. Standards are rising and they are now in line with what is expected of pupils of this age, but they could still be higher. Although no lessons were seen in religious education in Years 1 and 2, the pupils' previous work meets the expectations of the Locally Agreed Syllabus. By the end of Year 6, standards are above expectations in religious education, music and physical education.

Pupils' attitudes, values and other personal qualities

The pupils' attitudes to school and to work and their behaviour are very good. The provision for the pupils' spiritual, moral, social and cultural development is very good. Attendance is good.

Main strengths and weaknesses

- The very good relationships benefit all aspects of the pupils' education
- Attitudes to school and to work are very mature and behaviour is consistently very good

- The pupils' learning and maturity are underpinned by the very strong emphasis on their personal development, especially their social and moral development
- The arrangements for promoting good attendance and punctuality are very good

Commentary

8. Beneath many of the very good aspects of this school lie some particularly good relationships – between pupils and all adults in the school, among the pupils themselves and also among all staff. The pupils are confident and mature and readily engage in conversation with adults, yet rarely abuse such relationships. These elements contribute to a very good ethos; learning takes place in an atmosphere of humour and fun. The teachers are able to interact with the pupils at their own level, knowing such trust is not taken advantage of.
9. Hand in hand with these relationships, go very positive attitudes to school and work. The support of parents and the school's very good arrangements for promoting attendance ensure that attendance levels are above those usually found. The pupils co-operate well, working easily in groups or pairs. In particular, they display care for each other and celebrate each other's success. Behaviour is very good, supported by a very positive, consistent and clear policy and reward system. Self-discipline and responsibility are regularly witnessed. There have been no exclusions in the past year, so the table showing exclusions is not included.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.3	School data	0.0
National data	5.4	National data	0.4

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

10. Underpinning the positive attitudes and behaviour is a very strong emphasis on promoting the pupils' personal development. The work on moral development is very good. The pupils are well aware of what is right and wrong, not only in their own immediate world but also at a wider level. A very good assembly on disability elicited some sensitive responses from the pupils about how carers, too, are affected by disability. Displays around the school celebrate human differences and similarities and involve work across several parts of the curriculum. Spiritual awareness is good – not just through the thoughtful assemblies, but in other aspects of school life, too.
11. The school provides a wide range of circumstances for pupils to develop their social skills and moral values and pupils enthusiastically take up these opportunities. These include the responsibility of being class representatives on the active school council. The pupils act as 'playground friends' for other pupils and look after the registers and equipment in physical education and assemblies. They work closely with the local community and the church, are involved with other schools through sports activities and they carry out fund raising. The pupils mix well with other groups and adults during their school visits associated with researching topics such as Victorian and Egyptian life and during their residential journeys. The pupils feel that the behaviour of others at the school is generally very good and that the pupils are friendly to each other. Parents also agree that their children behave well. Cultural development is good, with good insights into the Arts. The school has worked

hard to develop links to provide pupils with a greater knowledge and understanding of different faiths and cultures through the development of its religious education curriculum and through a range of visits to places of worship.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a very good quality of education. The teaching, learning and curriculum are very good and there are very good arrangements for securing the care, welfare, health and safety of the pupils. Links with parents are very good and there are good links with the local community. The school has established sound relationships with other schools.

Teaching and learning

The quality of teaching and learning is very good and there are good procedures for assessing the pupils' attainment.

Main strengths and weaknesses

- The teaching of literacy and numeracy is very strong
- The teachers encourage and challenge the pupils to do their best, whatever their ability
- The teaching assistants provide very good support

Commentary

12. Taking account of the lessons seen, the pupils' previous work, teachers' planning and discussions with pupils and teachers, the quality of teaching and learning is very good. This has a very positive impact on the pupils' achievement and the progress they make, particularly in English and mathematics.

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	6	20	1	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

13. The children in Reception make a good start to their education because they are very well taught. Much of the planning has been reorganised and is now very good, taking account of the children's differing needs and experiences, including those of the older Year 1 pupils. The children's independent learning is well promoted through enquiry, exploration and structured play. New assessment procedures are good and the day-to-day observations of the children's progress effectively inform the planning of the next steps in their learning.

14. The teaching of literacy and numeracy is very good. The school has focused successfully on raising standards in these very important areas. The subjects are very well organised by the co-ordinators, who have identified areas for improvement and, with the support of the headteacher, they keep a close check on the teaching and learning to monitor the developments. The staff have responded very well. The work to raise the attainment of boys, for example, by making lessons more interesting and relevant has been very effective. The teachers have a very good understanding of the national strategies for

literacy and numeracy and the work is presented in a very lively way that captures the pupils' attention from the start. There are good opportunities for them to discuss their work, at the beginning and end of lessons and as they work. The work is very well planned to take account of the different levels of ability in each class. As a result, most pupils learn and achieve very well.

15. All pupils benefit from the skilled teaching assistants. Those with special educational needs receive very good additional help in lessons from skilled and competent classroom assistants. Should it be necessary for some individuals to receive more intensive help, they are withdrawn from the class sensitively to work in a quieter environment. This combination of approaches ensures they make at least good progress and, frequently, their progress is very good. The targets contained in the pupils' individual education plans are clear and concise. The teachers and teaching assistants use the individual education plans well when planning their lessons and this ensures work is effectively matched to the pupils' individual needs. The support staff are often deployed to work with more able pupils who benefit from the increased challenge made possible by working in smaller groups and from the very good quality of questioning they provide. The teamwork between the teacher and teaching assistants in Reception is a very strong feature.
16. The staff have worked hard, and successfully, to improve the systems for assessing and tracking pupils' progress. The procedures in English and mathematics are very thorough and this is contributing to the rising standards. Day-to-day procedures, founded on very good questioning techniques that highlight any misunderstandings, and an improved approach to marking, help to provide information that enables the staff to set targets for individual pupils. The teachers keep a close eye on how the pupils are doing and collect useful information that enables the tracking of their progress over time. The information from assessments and the analyses of test results are very well used to plan the next steps for the pupils and to identify strengths and weaknesses. Assessment in other subjects is developing well and is the main priority for many of the subject co-ordinators.

The curriculum

The school provides a very good range of curricular opportunities, both inside and outside of lessons. Accommodation and resources are satisfactory.

Main strengths and weaknesses

- Good planning for children in the Foundation Stage contributes to the good start that they make to their education
- The curriculum for English and mathematics is very good
- The planning does not sufficiently identify how computers are used in other subjects
- Very good provision is made for pupils with special educational needs
- Pupils' learning is enhanced by a very good range of activities outside the formal curriculum
- Some of the accommodation is cramped

Commentary

17. The curriculum fulfils all statutory requirements and provides pupils with equality of access and opportunity. The good arrangements for reviewing policies and schemes of work have underpinned the very good quality of provision in English and mathematics. In other subjects they are developing well.

18. Children in the Reception class are provided with a broad curriculum that ensures that all areas of learning are taught in sufficient depth, with good emphasis on the development of the children's reading, writing and number skills. The needs of the children are well met through the high quality planning and effective assessment that enable all staff to provide a good level of support for children of different abilities and ages.
19. Curricular provision is very good in English and mathematics; the national strategies are well embedded in the school's schemes of work. Overall, the pupils' literacy and numeracy skills are very well used across the curriculum.
20. Throughout the school, the curriculum has been very well adapted to meet the needs of those pupils with special educational needs. Individual education plans are of a very good quality; they are reviewed and amended regularly and the staff make good reference to meeting specific targets in their planning. The teachers and support staff work well together to ensure learning opportunities are consistently challenging and stimulating. Very good account is taken of advice from other professionals when considering how best to address individuals' needs. As a consequence, potential barriers to learning are eliminated. The school also makes very good provision for pupils identified as gifted and talented.
21. The school has recently focused on improving the use of information and communication technology (ICT) in other subjects and good use is made of the Internet to carry out research in, for example, history and religious education. The school has identified the need to develop these links further in other subjects; teachers' planning does not yet sufficiently identify opportunities to make effective use of ICT across the curriculum.
22. The school provides very good opportunities for enriching the pupils' learning through well-planned visits, including residential experiences for the older pupils. Younger pupils have the opportunity to develop their social skills through the overnight camp on the school grounds. The pupils' curriculum experiences are particularly well enhanced through their links with schools in France and through the teaching of French, which is a regular feature for the juniors. The school's participation in the 'Lambley Dumbles' project helped the pupils to develop a much deeper understanding of their local area and links with the local community are enhanced as a result. Music and sporting activities also aid the pupils' learning, particularly, but not exclusively, for talented pupils.
23. Overall, the accommodation is satisfactory. However, the junior classes are relatively large, which means that space in the classrooms is quite limited. The library is small, inhibiting the opportunity for pupils to carry out independent research. The learning environment is enhanced by attractive displays of pupils' work covering all subjects. The school is well maintained and is welcoming and attractive. There are extensive grounds and the school has recently received a grant for the completion of an all-weather multi-play area. The outdoor provision for children in the Foundation Stage has improved since the last inspection and is now very good. Overall, the school is well resourced and additional computers are being put to good use.

Care, guidance and support

The school provides very effectively for the care, safety and welfare of the pupils and the pupils receive very good support, advice and guidance. There is good involvement of pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- The school provides very effective pastoral care
- The pupils believe that there is an adult to turn to when they have a problem
- New pupils are welcomed into the school so that they settle in quickly

Commentary

24. The school has a very caring ethos. The headteacher and staff are very approachable, extremely caring and totally committed to the children in their charge. Every child has a very good and trusting relationship with one or more adults in the school. Child protection procedures are secure and are fully understood by all members of staff. The school's arrangements for pastoral care, for example first aid provision, are very good. Supervision at breaks and lunchtimes is alert and vigilant and the standard of care afforded to the children is very high.

25. The governing body and headteacher take their health and safety responsibilities very seriously. All the required checks and inspections, including risk assessments, are regularly carried out and properly recorded. Consequently, the pupils work and play in a safe and secure environment. The teaching assistants provide very good support to teachers and pupils and this has a positive impact on their learning. All staff know individual pupils extremely well.

26. The recently formed school council provides good opportunities for pupils to be actively involved in the work and development of the school. Pupils of all ages are listened to by adults, and their views are respected and valued.

Partnership with parents, other schools and the community

Links with parents are very good. Links with the community are good. Links with other schools are satisfactory.

Main strengths and weaknesses

- The majority of parents hold the school in very high regard
- The parents make a very positive impact on their children's learning at home and at school
- The school has particularly strong links with the immediate local community
- The quality of information given to parents about their children's progress is too variable

Commentary

27. Links with parents are very good overall. The majority of parents consistently express very positive views about all aspects of the school. The headteacher and staff are available to parents at the beginning and end of each day and are very approachable and welcoming. Parents' views are welcomed, respected and listened to and acted upon when appropriate.

28. The parents are very supportive of the school. Some regularly help in the classrooms and with out-of-school activities, including clubs and trips. They provide very good support for reading and other homework. The Parent Teacher Association (PTA) is very well supported and raises considerable funds for the school.
29. The provision of information about the day-to-day running of the school is very good. There are regular newsletters and letters dealing with specific activities and events. Class newsletters at the start of each term give parents very good information about the curriculum and homework arrangements. The school prospectus is attractive and informative. The annual progress reports sent to parents at the end of the academic year are inconsistent. While some state clearly what the pupils can do and what they need to do to improve, others focus mainly on the work that has been covered. Parents are offered the opportunity to attend appropriate consultation evenings each year.
30. The school makes good use of the local and wider community. The pupils are taken on a good range of visits and are exposed to a wide range of community visitors, which enriches the curriculum and supports their personal development. The school is working very closely with the local community in the mutually beneficial development of the sports facilities.

LEADERSHIP AND MANAGEMENT

The leadership, management and governance of the school are very good.

Main strengths and weaknesses

- The headteacher places a very strong emphasis on teamwork and developing the skills of other managers
- Together, the school leaders provide excellent role models for the pupils
- The governing body has a very good awareness of the school's strengths and what needs to be developed and holds the school's leadership to account
- The school has a very positive ethos in which all pupils, including those with special educational needs, are able to fulfil their potential

Commentary

31. The headteacher provides very good leadership and is well supported by a dedicated and committed staff and a very effective governing body. She has a very clear vision for the school that focuses on continuing to raise standards and ensuring that the pupils, whatever their ability, are able to achieve their best. Work on developing the school's provision is tackled energetically and good progress has been made in addressing the weaknesses identified in the last inspection. For example, a new policy for marking and day-to-day assessment has been implemented successfully, new climbing apparatus has been installed in the hall and the outdoor provision for children in the Foundation Stage is now very good.
32. The focus on teamwork is exceptionally strong and is evident in every aspect of the school's work. The headteacher, deputy and a senior teacher form a very effective leadership team. The relationship between teachers and the teaching assistants has a significant impact on the pupils' learning, particularly in ensuring that all pupils are able to

play a full part in lessons. The Foundation Stage is well led and managed and the children in Reception benefit from the close liaison between the teacher and support staff, which contributes to the good start that they make. The school's provision for those pupils with special educational needs is very competently organised by the headteacher, with the close co-operation of a teaching assistant who has an in-depth knowledge of these pupils. Between them, they provide good support and advice for colleagues, maintains the pupils' records to a high standard and ensure that the school makes very good provision for meeting the needs of the pupils identified with special educational needs and those who need extra help. Teaching assistants are often deployed to support and challenge the more able pupils, too, and the impact on their learning is similarly significant. The headteacher is committed to ensuring that all staff develop leadership skills, through professional development and by the delegation of key roles. This is very effective and results in a shared ownership of the school's development.

33. All staff are committed to fostering very strong relationships, promoting racial harmony and ensuring that all pupils are included in all activities. As a result, the school has a very positive ethos in which the pupils achieve very well. The headteacher and staff present excellent role models for the pupils. The pupils, in turn, respond to this by behaving very well and maintaining very positive relationships of their own. Consequently, the school is a very orderly and welcoming place. The vast majority of parents feel that the school is well led and managed, and value the contribution of the headteacher and other staff in helping their children to settle into school. They praise their approachability.
34. The school benefits from the high level of commitment shown by governors and they make a considerable contribution to the school's development. The governing body fulfils its statutory duties well, providing the headteacher and staff with encouragement and support, while holding the school to account for the quality of its work. It has a very good grasp of the school's strengths and weaknesses, based on the thorough systems they have adopted to gain first hand knowledge of the school's work. Many governors visit classrooms regularly and visits are often organised to focus on specific subjects. The governors and staff make excellent use of test and other performance data to support the process of self-review, a prime example being the very successful work done to raise the attainment of boys. The governors are particularly effective at supporting the planning and spending of the school's budget through prudent financial management. Spending is closely linked to the priorities of the school improvement plan and governors ensure that the school achieves the best possible value in its purchases. Expenditure is monitored very carefully and day-to-day financial administration is very good. Effective use has been made of an accrued underspend to supplement enhancements to the building, including the renovation of a teaching and learning bay in a former staffroom, the library, outdoor play provision and increasing the number of computers.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	475,982
Total expenditure	404,574
Expenditure per pupil	3,399

Balances (£)	
Balance from previous year	112,630
Balance carried forward to the next	71,407

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Overall provision in the Foundation Stage is **good**.

Main strengths and weaknesses

- The basic skills of reading, writing, speaking, listening and number are very well taught
- There is a strong sense of teamwork between the teacher and support staff
- Careful planning ensures a good balance of activities led by the staff and those chosen by the children but, very occasionally, there is over-direction by the adults
- The outdoor provision has improved since the last inspection and is now very good

Commentary

35. The children enter the school in a mixed-age class of Reception and Year 1 pupils. Those with autumn birthdays attend full time and those with birthdays between January and August attend each afternoon until Christmas. At the time of the inspection, there were six full-time and 11 part-time children in the class, many of whom were in their third week at school, together with 10 pupils from Year 1. The very good relationships that exist between parents, the teacher and teaching assistants, combined with a good induction programme, mean that the children settle quickly into the class routines. All of the parents taking part in the consultation prior to the inspection valued the work done by the school to help their children settle into school life and make a good start to their education. The attainment of the children when they start the school varies from year and covers a broad range but, overall, it is above average. They achieve well in each of the areas of learning, because of the very good teaching, and most are likely to exceed the goals expected of them by the end of Reception, which is a similar picture to that found at the time of the last inspection. The class teacher leads the Foundation Stage well and has high expectations of herself, the support staff and the children. She has worked hard to reorganise the planning and introduce comprehensive assessment arrangements, which cover each area of learning and include a helpful record of the children's achievement. Well supported by the headteacher and local education authority, the co-ordinator has far-reaching plans to improve the provision further with the full involvement of all of the staff.

36. The children achieve well in their **personal, social and emotional development**. The children arrive from a variety of settings and with varying experience of working and playing alongside other children. They settle quickly and happily and the teacher makes sure that all of the children have a clear idea of what is expected of them. They develop positive attitudes to learning and soon learn to share equipment, take turns and follow instructions. The teacher and teaching assistants have high expectations of how the children should behave and, as a result, they benefit from the very orderly and secure environment. Relationships are very positive. The staff ensure that all of the children, including those with special educational needs, are able to take part in all activities and achieve well, and there is a strong emphasis on developing the children's learning through structured play. The children work well with the pupils from Year 1, who provide very good models of how they should behave, co-operate, concentrate and persevere. The children quickly develop independence through the many opportunities they have to make choices and decisions.

Very occasionally, explanations are over-long, which limits the time available for the children to have a go for themselves.

37. The teaching of **communication, language and literacy** is very good and builds well on the wide range skills that the children bring from home. The teacher has very high expectations that the children of all abilities will participate fully in the activities provided and very good questioning by the staff plays a key part in this process. The children listen well, learn to take turns to speak and respond positively to the adults. They have many opportunities to extend their vocabulary by responding to events in stories, singing songs and rhymes and through play. The teaching of early reading skills is very good. The children soon learn to recognise and sound out letters and words and they particularly enjoy the 'Jolly Phonic' sessions. The children's progress is carefully monitored by the staff, so that those who need extra help get it. Every opportunity is taken to develop the children's language and literacy through other areas of learning. For example, during the inspection the children visited a local house to see the work being carried out to extend it. Later, in the classroom, the children described what they had seen. Some of the children already know that a sentence begins with a capital letter and one of the older children recognised the word 'garage'. They discuss what they saw in photographs and identified the main features. There are very good opportunities for the children to learn to write independently.
38. The children are making good progress in their **mathematical development** and most are in line to exceed the goals they expected to achieve by the end of the year. Most are able to count to 20 and beyond, and they are developing a good understanding of directional language. They accurately identify classmates who are taller or shorter than others and estimate how big a bed needs to be for teddy to fit in. The planning for this area of learning is very good. Much of the emphasis is on practical activity and it makes good use of the children's enthusiasm for counting and using numbers. Songs and rhymes play an important part in the children's early mathematical development and the teacher uses a good variety of activities and resources to make the learning fun. This has a positive impact on the children's achievement. Good provision is made to develop the children's **knowledge and understanding of the world**. The children have regular opportunities to explore the properties of sand and water and use construction toys. They are learning about the local area, for example, when they visit the building site. The children have good opportunities to use laptop computers in many areas of learning. They know how to use a program to 'dress teddy' and use the mouse confidently to point, click and drag objects into position. The children find out about healthy eating and they learn to make milk shake.
39. The outdoor provision for the children's **physical development** has improved significantly since the last inspection and this contributes to the good progress that they make. As well as regular opportunities to use the very good outdoor play area, the children take part in lessons in the hall. They show a good awareness of other children as they warm up for a dance lesson, during which they follow the teacher's instructions and move 'like a rabbit' in a variety of ways. They show good control of their movements and are learning to move in response to music. The children are making good progress in their control of pencils and scissors. There were few opportunities to observe the children's **creative development**, but their work shows a good range of painting and other illustrations, much of good quality.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- The pupils achieve very well and attain standards that are well above average by the end of Year 2 and Year 6
- Pupils with special educational needs achieve very well
- Teaching and learning are very good
- The subject is led very effectively
- Literacy skills are used very well to help learning in other subjects

Commentary

40. The standards attained by the pupils at the time of the last inspection have been maintained. By the end of Year 2 and Year 6, most pupils attain standards that are well above those expected for their age in all areas of English. The 2003 National Curriculum test results show that by the end of Year 2, most pupils are attaining standards that are well above the national average and by the end of Year 6, standards were broadly average. The provisional test results for 2004 show that standards have been maintained for pupils at the end of Year 2, but that they have improved significantly for pupils at the end of Year 6. All pupils attained at least Level 4 – the average expected for eleven-year-olds – and 90 per cent attained the higher Level 5. These considerably improved results are attributed to improving the range and quality of pupils' writing and ensuring the curriculum is made more varied and interesting for the boys.
41. The pupils' speaking and listening skills are developed very well throughout the school. In all subjects, the teachers take the opportunity to question the pupils and ensure that their responses are developed by asking them to expand on their answers. The pupils quickly learn, therefore, how to justify their arguments and responses and they do so confidently. The teaching assistants are utilised effectively and ensure that the less confident pupils understand questions and encourage them to have a go at answering.
42. Reading is taught systematically throughout the school. In Years 1 and 2, the pupils are given a good grounding in letter sounds and in blending letters together to form words. Group reading sessions are used effectively to ensure that the pupils read at a suitably challenging level. Considerable emphasis is placed on the pupils reading at home and parents make a significant contribution to the development of their children's reading by listening to them and encouraging them to read regularly. Pupils who have difficulty reading are provided with very effective support, both by teachers and assistants, enabling them to achieve very well. As they move through the school, the pupils in Years 3 to 6 pay good attention to punctuation when they read and show a secure understanding of what happens in stories. The support for the pupils' reading development continues both in school and at home and they become fluent, confident readers by the end of Year 6. Research activities help to develop the pupils' reading skills, both through the use of the Internet and the school's library. However, the library is very small and has limited space for the pupils to carry out research.
43. The development of the pupils' writing has been a recent focus for the school with the result that standards have improved significantly. In Years 1 and 2, the pupils are given the opportunity to write in a variety of styles and for different audiences. For example, as part of their design and technology work, the pupils write instructions for designing and making

a mask, they produce reports on the African elephant, rewrite the story of Little Red Writing Hood and record their book reviews. By the end of Year 2, the pupils have made very good progress in their writing. The range of writing activities continue throughout Years 3 to 6 and by the end of Year 6, the pupils write complex sentences, punctuation is good and spelling skills are above average.

44. Pupils with special educational needs achieve very well in English. This is because their needs are identified early and the teachers plan work that is matched very closely to their levels of ability. The classroom assistants provide the pupils with very good support, encouraging them to respond to questions and giving guidance that enables them to achieve very well.
45. The teachers plan their lessons very well. They have a very good understanding of the National Literacy Strategy and this helps to ensure lessons are taught very effectively. The teachers plan work very well to take account of the range of ages and abilities. All of the pupils have individual targets that are set each term and identify how they can improve their work. Lessons are very well planned with a good balance of teacher input and pupils' activities and they proceed at a brisk pace. Grammar and spelling are well taught and pupils are motivated to improve their spellings. Much of the work is word-processed and attractively displayed. However, although the skills of handwriting are taught, these do not always transfer into the daily writing of the pupils.
46. The co-ordinator provides very good leadership. The quality of teaching and learning is monitored regularly and the teachers respond positively to suggestions and the identification of relative weaknesses. For example, the school identified that boys were not achieving as well as they should in writing. The co-ordinator has encouraged the teachers to ensure lessons are more relevant to the boys and this had a very good effect on the standard of their writing.

Language and literacy across the curriculum

47. The teachers seek every opportunity to develop the pupils' literacy skills in other subject areas. Skilled questioning by the teachers helps to develop the pupils' speaking in most areas of the curriculum. In subjects such as history, the pupils write diaries, reports and accounts. For example, pupils in Year 6 write a vivid account of their visit to a 'Victorian School', the conditions seen in the classroom and what it might have felt like to have been a pupil in those times. Residential visits which encompass a range of physical, social and academic activities are used very well to promote the pupils' writing and recording skills.

MATHEMATICS

Provision in mathematics is **very good**.

Main strengths and weaknesses

- Standards are high because the teachers expect the pupils to do well and they provide interesting and challenging lessons
- The subject is very well organised
- A close check is kept on how well the pupils are progressing

Commentary

48. The school's provision for mathematics is a significant strength and standards are well above average by the end of Years 2 and 6. This is similar position to that indicated by the results of the Year 2 national tests in 2003 and, although national comparison is not yet possible, is also reflected in the results for 2004. In the Year 6 tests, the results in 2003 were above average and those for 2004 show a significant improvement. Inspection evidence confirms that standards are rising and the pupils are achieving very well because of improvements to the teaching and organisation of mathematics. The school has focused on raising the proportion of pupils attaining the higher Level 5 and this is proving successful. Despite variations from year to year, due to the small cohorts, the proportion of those reaching the higher level has been rising steadily and, in 2004, almost half of the pupils in Year 6 did so.
49. Overall, the quality of teaching is very good. The teachers have a good understanding of the National Numeracy Strategy and there is a consistent approach from class to class. The pupils' attention is captured by brisk introductory activities, often related to the work of previous lessons, and there is a strong emphasis on developing the pupils' mental skills. Rapid questioning keeps the pupils on their toes and ensures that they are all involved. A range of strategies is used to ensure the brisk pace is maintained. 'Brain gym' activities – where the pupils carry out brief physical movements – are used well to recapture or refocus the pupils' attention. Opportunities to discuss their understanding of an idea with a partner are an effective part of the process, particularly where misconceptions are highlighted, and these are seized on and clarified sensitively by the teachers. Across the school, the pupils become increasingly confident and competent in mental calculation and they use these skills well to benefit other work.
50. Lessons are very well planned. The planning takes very good account of the pupils' different needs and the teaching assistants are very well used to provide support. This benefits all of the pupils, including those with special educational needs and those capable of reaching higher levels. As a result, pupils of all abilities achieve very well. The teachers have very high expectations of the pupils' capabilities and how they should behave. More able pupils are provided with harder work that challenges and stimulates them. Those with special education needs make very good progress towards their particular targets. The pupils respond well and have very positive attitudes to mathematics. They settle very quickly to tasks, persevere when faced with difficulty and take pride in the presentation of their work.
51. The co-ordinator provides very good leadership and is instrumental in the improvements seen. A close check is kept on the teaching and learning. Very good procedures have been introduced to assess and track the pupils' progress. On a day-to-day basis, the teachers have very good questioning skills, which they use to assess the pupils' understanding, and they provide many opportunities for the pupils to explain the strategies they use. As a result, the teachers are able to keep an eye on the progress of individual pupils. Marking has improved since the last inspection. The marking focuses on what the pupils are expected to learn in the lessons and provides them with information about how well they are doing and how they might improve their work. Targets, relating to these objectives and linked to National Curriculum levels, are agreed with individual pupils and shared with their parents. The information collected by teachers enables them to track the pupils' progress as they move through the school. The co-ordinator ensures that this information, together with the analysis of test results, is very well used to identify strengths and areas for development, which are then tackled energetically.

Mathematics across the curriculum

52. There are good opportunities for the pupils to use mathematics in other subjects. This has a positive impact on their achievement in mathematics and their understanding of the work covered in those subjects. Computers are generally well used. Pupils in Year 5 were observed using the laptop computers competently to consolidate their understanding of rounding numbers. There are examples of the pupils using their estimation and measuring skills in science and collecting and interpreting data. For example, pupils in Years 3 and 4 estimated the temperature in their classroom and then used thermometers to check for 'hot-spots'. Work is often recorded in graphs and tables.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Year 6
- The teachers make good use of investigations and first-hand experience and plan well for different levels of ability
- The pupils' very good attitudes enable them to learn well

Commentary

53. One lesson was seen in Years 1 and 2 and two lessons in Years 3 to 6. The evidence from these lessons, from discussions with the pupils and a scrutiny of their previous work indicates that the pupils achieve well and standards are above average at the end of Years 2 and 6. This reflects the teachers' assessment of the pupils in Year 2 in 2003, when almost all of the pupils achieved the expected Level 2 and an above average proportion achieved Level 3. The school's results in the most recent Year 6 national assessments were also above average. Although the judgement is lower than that found at the time of the last inspection, the results in the intervening years have varied from year to year due, largely to the small number of pupils present in each year group.

54. The school has recently revised the way that science is taught and organised. A part-time teacher, recently returned following a period of absence, is assuming responsibility for co-ordinating the subject and is providing the teaching for each class. This is working well and is ensuring that the subject is well led and managed. The co-ordinator, building on the good work of the previous subject leader, has identified priorities for development, including the arrangements for assessing and tracking the pupils' progress, and is enthusiastically seeking improvement. By teaching each of the classes, she is in a good position to monitor the pupils' progress and ensure that they develop their scientific knowledge and understanding as they move from the school.

55. Overall, the quality of teaching is good. Lessons are well organised and there is a good level of challenge for pupils of different ability. The work planned, using the national guidelines, builds well on what the pupils have learned in previous lessons and is usually recapped in the opening discussions. In one good example, in Years 3 and 4, the teacher effectively developed work that the pupils had carried out at home, to extend their understanding of how temperature differs in different areas of a room. Across the school,

there is a good emphasis on practical activities and the pupils make good progress in their understanding of how an investigation should be organised.

56. Previous work shows that the pupils have access to a broad and interesting curriculum and are able record their work in a variety of ways. The pupils in each class clearly enjoy science and take pride in what they are doing; their work is almost invariably well presented. These positive attitudes have a beneficial impact on their learning and achievement. The work is sometimes linked to other subjects. For example, the pupils in Years 1 and 2 designed meals including their favourite foods, based on what they had learned about healthy diets. At times in this lesson, however, the main focus shifted to the development of their artistic skills, with too little emphasis on the science being learned. Pupils in the oldest class are finding out about gases and they have a good understanding of what they have learned. They use their research and computer skills to produce attractive information booklets.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards in ICT have improved significantly but could still be higher
- Staff confidence has improved as a result of the good leadership
- The pupils share resources and work together well
- There is still work to be done to ensure computers are used effectively to promote learning in other subjects

Commentary

57. Standards have improved since the last inspection and are now in line with expectations at the end of Year 2 and Year 6. The school has worked hard to improve the provision; the increased number of laptop computers now ensures that all pupils have regular access to a computer.
58. Word processing skills have improved rapidly. Pupils' attainment in this aspect of the subject is above average, as is their ability to use painting and drawing programs. Similarly, in Years 3 to 6, the pupils' skills in using computers for multi-media presentations are better than might be expected for pupils of their age. This was seen when the pupils were preparing a presentation based on their Victorian project in history. The pupils have also made a presentation to parents, based on a residential visit they were to undertake. However, they have had only limited opportunities to use computers to learn about spreadsheets, sensors and data-handling. The school has identified this as an area for development and detailed plans indicate how pupils' skills will improve in these areas to a level that is at least satisfactory.
59. During the inspection, all staff demonstrated considerable confidence in using computers, projectors and whiteboards to introduce their lessons and to develop particular themes. Computers were in regular and effective use in all classes. This improved confidence amongst staff is a direct result of the systematic staff training and the good guidance and support provided by the subject co-ordinator. His skills, and those of the staff, are ensuring

that standards are improving and that computers are becoming an integral part of the curriculum.

60. Although the school has increased the number of laptops, the pupils need to share them when a whole class is undertaking an activity. The pupils are sensible during these sessions, share the equipment without fuss and are keen to help those class-mates who are having difficulties. Discussions with pupils show that they are highly motivated when they have the opportunity to use the computers.

Information and communication technology across the curriculum

61. Part of the school's recent focus has been to improve the use of ICT across the curriculum and the teachers are planning to do this more in subjects such as English and mathematics. Good use is being made of the Internet to carry out research, for example, in history and religious education. However, not enough is yet done to support the work in subjects such as science, geography and design and technology. The school recognises the need to ensure that the teachers' planning identifies opportunities to make effective use of ICT in all areas of the curriculum.

HUMANITIES

62. During the inspection, it was only possible to observe one lesson each in **geography** and **history**, so it is not possible to make overall judgements about the quality of provision. The evidence from these lessons, the pupils' previous work in books and on display around the school indicates that the subjects have an important place in the curriculum. In their geography lesson on the local area, pupils in Years 1 and 2 had carried out a homework activity on their routes from home to school. The pupils recorded their routes in a variety of ways, including written directions, maps and, in one instance, using a hand-held memo recorder. This was built on effectively in the lesson. These pupils are developing a good knowledge of their local area and making good progress in their understanding of maps. Older pupils have the opportunity to learn about areas further afield, for example during a residential visit to Wirksworth. This visit also contributes to the pupils' historical development. The programme in history includes learning about 'history heroes' in Years 1 and 2, the Tudors in Years 3 and 4 and World War 2 and Ancient Greece in the oldest class. There is a good range of work evident in each class. In the lesson seen, pupils in Years 3 and 4 studied Egyptian artefacts. The more able pupils made sensible suggestions about the purpose of each item and all pupils developed a better understanding of life in Ancient Egypt.

Religious education

The quality of provision in religious education is **good**.

Main strengths and weaknesses

- The planning, which reflects the requirements in the Nottinghamshire Agreed Syllabus and the national guidelines, is clear and is used effectively by the staff
- The co-ordinator is enthusiastic and knowledgeable
- Effective use is made of visits and visitors

Commentary

63. Two lessons were seen in the juniors. By the end of Year 2, the analysis of the pupils' work shows that they reach standards that are in line with those expected for their age as set out in the locally Agreed Syllabus. By the end of Year 6 standards are above expectations. This matches the judgement from the last inspection. Those pupils with special educational needs make good progress and the more able pupils are provided with work that is sufficiently challenging. The subject makes a good contribution to the development of the pupils' speaking and listening skills and there are good opportunities for older pupils to carry out research on different religions using the Internet.
64. The co-ordinator has a very good understanding of the subject and the new locally Agreed Syllabus has been introduced effectively. The challenge of mixed-aged classes has been addressed by the implementation of a rolling programme of topics. The co-ordinator is effective in monitoring the quality of teaching and learning, and the use of end of topic assessments helps the school to focus on areas for development.
65. There are a number of visits to help raise the pupils' interest and awareness of the subject. For example, they visit a Sikh temple and a synagogue in Nottingham. The pupils' writing shows that the visits help to provide them with a greater understanding of the differences and similarities between religions and faiths. Visitors to school enhance the pupils' knowledge. For example, the vicar from the local church attends on a regular basis and this helps to improve the pupils' knowledge of the Anglican faith. The subject makes a good contribution to the provision for the pupils' spiritual and cultural development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

66. No lessons were observed in **art and design** and **design and technology** and therefore it is not possible to make overall judgements on the quality of the provision. However, discussions with teachers and pupils and an analysis of work show that the subjects are covered in appropriate depth and are planned effectively. Artwork, particularly painting and other two-dimensional examples, features prominently in displays around the school and shows a good development of skills as the pupils move from class to class. For example, the pupils in Years 1 and 2 learn to add white to a colour to change the shade, while there are many examples of older pupils using these skills in their paintings. Although examples of three-dimensional work are limited, there are good quality pottery plaques on display in the library, based on local houses. The pupils have many opportunities to use their art and design skills in other subjects.

Music

Provision in music is **good**.

Main strengths and weaknesses

- The teaching is good
- The pupils are enthusiastic
- The curriculum is enriched by a good range of activities

Commentary

67. Two music lessons were observed. From the evidence of assemblies and lessons, standards of singing are above what is expected of pupils of this age, which is similar to that found in the last inspection. Although there is no pianist on the staff, the pupils sing along tunefully to pre-recorded music. Across the school, the pupils play a range of percussion instruments, showing a good understanding of rhythm and how to keep time. It is not possible to make a judgement on the pupils' composition skills.
68. The staff teach music confidently, even though they do not profess to have specialist knowledge. Their enthusiasm is aided by the effective use of a scheme of work that provides them with good guidance and enables them to build effectively on the pupils' prior learning. In a very good lesson in a class of Year 1 and 2 pupils, they achieved very well and made good progress in their ability to accompany a piece of music. This was because of the teacher's expressive and enthusiastic method of teaching that excited and motivated the pupils very effectively. Throughout the school, the pupils show an obvious enjoyment of music and this is illustrated in the zest and pleasure with which they sing.
69. A good number of pupils take part in additional activities, with many learning to play the guitar and recorder. The end-of-year musical productions, which are a regular feature of the school, are enjoyed by both the pupils and their parents. In addition, Christmas concerts, carol services and celebrations of other key festivals help to develop the pupils' musical skills.

Physical education

Provision in physical education (PE) is **good**.

Main strengths and weaknesses

- The pupils enjoy PE lessons, are enthusiastic and work hard
- The curriculum is enriched by a good range of activities

Commentary

70. Two lessons were observed, both games lessons in Years 3 to 6. The evidence of these lessons, the teachers' planning and discussions with the pupils indicate that most pupils achieve well and, by the end of Year 6, standards are generally above what is expected of pupils of this age. A group of Year 1 pupils was also observed taking part in a dance lesson with their Reception classmates.
71. The subject is well led by the co-ordinator. The programme is well planned to cover the requirements of the National Curriculum. Effective use is made of the expertise of visiting coaches from local clubs to provide good opportunities for the pupils to extend their skills, try out a wider range of sports than might otherwise be possible and develop links with the local community. Some activities are offered outside of the regular PE lessons, including football, netball and cricket. Facilities will soon be enhanced by an all-weather sports area, funded by a successful grant application.
72. Overall, the teaching is good. The pupils in Years 3 and 4 are developing their ability to pass and control a ball in hockey. Most have good control. They behave very well and work hard to improve their performance by listening to advice from the teacher, prompted by his good quality questioning. Both of the lessons were well organised, with a suitable

emphasis on the pupils' health and safety. In the Year 4 to 6 class, in a lesson transferred indoors because of inclement weather, very good behaviour was again evident, which helped the smooth running of the lesson. Despite the cramped conditions, the pupils listened well, waited patiently and worked with a high level of commitment. These older pupils are able to pass and control a football with good control. Boys and girls achieved well in both lessons. The pupils in Year 1 are also making good progress, as they learn to interpret the movement of a rabbit and follow the musical accompaniment.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

73. It was not possible to see any lessons dedicated to **personal, social and health education**, so an overall judgement on the quality of provision is not possible. Evidence was collected from a scrutiny of teachers' planning and by talking to staff and pupils. Arrangements for teaching sex education and for raising the pupils' awareness of the dangers of drugs misuse are good. The school has a set of topic areas, based on the national guidance, planned and co-ordinated with the topics and themes studied in religious education. Discussion with the older pupils shows that they have a good understanding of the part they play in the community of the school. Many displays and posters around the school celebrate their achievements and raise their self-esteem. Whole school assemblies are used effectively to encourage the pupils to think about their actions and how they might and should react in certain situations. The school council provides a very good opportunity for the pupils to offer their views.
74. The school encourages healthy eating and all pupils in the infants are encouraged to take advantage of the free fruit that is on offer each day. In addition, water bottles are available for all pupils.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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