

# INSPECTION REPORT

## **BINGHAM ROBERT MILES INFANT SCHOOL**

Bingham

LEA area: Nottinghamshire

Unique reference number: 122620

Headteacher: Mrs J Baker

Lead inspector: Mrs J Morley

Dates of inspection: 7<sup>th</sup> - 8<sup>th</sup> September 2004

Inspection number: 270361

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant
School category:	Community
Age range of pupils:	4 - 7
Gender of pupils:	Mixed
Number on roll:	115
School address:	School Lane Fairfield Street Bingham Nottingham Nottinghamshire
Postcode:	NG13 8FE
Telephone number:	(01949) 837 422
Fax number:	(01949) 836 909
Appropriate authority:	The Governing Body
Name of chair of governors:	Miss J Mitchell
Date of previous inspection:	6 <sup>th</sup> December 1999

## CHARACTERISTICS OF THE SCHOOL

- Robert Miles Infant School is a smaller-than-average size school and caters for 115 pupils aged four to seven.
- Almost all pupils are white British, with a very small minority from a range of other backgrounds.
- There are no refugees, asylum seekers, travellers, pupils in public care or pupils for whom English is an additional language.
- A slightly below-average proportion (16 per cent) has special educational needs. None has a statement. A tiny minority has more significant needs and these relate to moderate difficulty in learning and to social, emotional and behavioural issues.
- Social and economic factors are broadly average, as are children's skills and aptitudes when they join the school.
- The school holds the Investors in People Award (2003).

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25470	J Morley	Lead inspector	English Art and design Personal, social and health education and citizenship Design and technology
9333	K Schofield	Lay inspector	
25623	T Cox	Team inspector	Science Information and communication technology Music Physical education The Foundation Stage
22881	G Halliday	Team inspector	Mathematics Geography History Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**This is a good and rapidly improving school.** It is determined to be very good and has the wherewithal and the agenda to achieve this goal: it is emerging from a particularly turbulent period and needs a little more time. The keys to its success are high quality leadership and management by the headteacher, a skilled teaching force, and a shared belief that pupils of all capabilities will achieve very well. The school has a tangible air of harmony. From average attainment when they join Reception, pupils leave the school at age seven with attainment in literacy and numeracy that is well above that expected nationally. Now that these impressive core standards have been achieved, the school is rightly turning its attention to other areas of the curriculum.

#### The school's main strengths and weaknesses are:

- Pupils attain standards in literacy and numeracy that are well above average.
- Teaching is good overall and often very good. In Reception it is consistently very good.
- The headteacher and deputy headteacher lead and manage with vision and skill. They know exactly what remains to be done, but have sensibly ensured that change is manageable and designed to last.
- There is unity amongst staff: everyone shares the same high aspirations of what pupils can achieve.
- Pupils behave very well and have an equally good attitude to work.
- Pupils are very well cared for and relationships between staff and pupils are delightfully warm.
- Pupils learn to be caring and independent, and they acquire impressive skills that help them both to understand how others might feel and to resolve conflicts with their friends.
- From entering the school, children are helped to understand what their teacher wants them to learn and to come to a realistic view of how well they have done.

Convincing evidence from several sources indicates that, since the last inspection, the school has been through a period of very considerable turbulence. There has been an almost entire change of staff and, prior to January 2003, very little stability. Since then, however, the headteacher has galvanised and unified the staff and has led change with sensitivity, combined with urgency and conviction. As a result, all the key issues from the last inspection have been dealt with comprehensively: there have been improvements to standards in information and communication technology (ICT) and religious education, to curriculum planning, to pupils' achievement, to the role of co-ordinators and to pupils' behaviour. Literacy and numeracy standards have improved from average to well above average. Indeed, there is no aspect of the school's provision that is weaker now than at the time of the 1999 inspection. The improvement from 2003 to 2004 has been particularly dramatic and, moreover, inspection evidence indicates that standards continue to rise. Overall, improvement has been good.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools				similar schools	
	2001	2002	2003	*2004	2003	2004*
reading	B	D	C	B	C	A
writing	A	C	E	B	E	B
mathematics	D	B	E	A	E	A

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average.  
Similar schools are those with similar percentages of pupils eligible for free school meals. \*Results as yet unvalidated.*

**Achievement is good:** consistently very good through Reception, and good overall in Years 1 and 2. By the end of Reception most children attain the goals they are expected to reach, and a significant minority exceed them. By Year 2, as is clear from the as yet unvalidated data for 2004 in the table above (marked \*), improvement in the last school year has been significant. Evidence from the inspection – and from assessment data relating to the pupils currently in Year 2 – indicates convincingly that standards continue to rise. Given the current rate of progress, literacy standards are likely to match those in mathematics by the end of the school year; that is, at well above average.

Pupils behave very sensibly and have a remarkably mature approach to work. Their general conduct around school is very good. Attendance and punctuality are satisfactory: the school does all it can to promote good attendance but there are a very few parents who do not do all they should to ensure that their children attend regularly. **Provision for pupils' personal development – including the spiritual, moral, social and cultural elements – is very good.**

## **QUALITY OF EDUCATION**

**The quality of education is good (often very good), as is the overall quality of teaching and learning.** Teaching in Reception is consistently very good. All teachers are good at what they do and, crucially, they all share the view that 'the sky is the limit' for what pupils can achieve. Lessons are conducted at a good pace and teachers are good at engaging pupils. They are also skilled at helping them to judge for themselves how well they are doing. They encourage pupils to be independent and to think for themselves. While there are no significant weaknesses in teaching and learning, there are occasional lessons where improvement could be secured by adapting the work set to better fit the needs of lower-attaining pupils. However, the school has already recognised this need: this group of pupils is the focus of one of the school's key priorities this year. In English and mathematics in particular, assessment is used very well to raise attainment: it has a significant impact on the speed at which pupils acquire literacy and numeracy skills. It is less well developed in other subjects but, again, this has been earmarked for development. The curriculum is broad and is enhanced by several innovative features, for example, through the confidence of staff to interpret the National Literacy Strategy in a way that best suits their pupils' needs.

## **LEADERSHIP AND MANAGEMENT**

The headteacher and deputy headteacher provide very effective leadership. They have successfully led significant change since January 2003. They have very high aspirations for all areas of pupils' development and all staff now share these. Improvement over these five terms has been rapid. Initiatives have been sensibly prioritised, thoroughly embedded, and successful. Governance is sound: governors have a good understanding of what the school does well and are acquiring knowledge and understanding of its performance that are beginning to enable them to ask pertinent questions of the headteacher and staff. They fulfil all of their statutory duties. Overall, therefore, **leadership and management are good.**

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents think very well of the school and are wholly justified. They appreciate the open dialogue between home and school, and the efforts the school makes in showing them how best to help their child at home. Pupils like school and say there is someone they could talk to if they were worried. They enjoy warm relationships with their teachers.

### **IMPROVEMENTS NEEDED**

There are no significant issues for the school to address because it has rightly identified, and is already working hard on addressing, the next areas for improvement:

- To focus attention on the small group of pupils who fail to meet the standards expected nationally.
- To increase writing opportunities in subjects other than English.



## **PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

For pupils of all capabilities, achievement is good overall and very good in Reception. Pupils left Year 2 in 2004 with above-average standards in reading and writing, and well-above-average standards in mathematics. Standards in the school continue to improve, particularly in literacy, and are generally better than at the time of the last inspection.

#### **Main strengths and weaknesses**

- Standards in literacy and numeracy are currently well above average.
- The improvement from 2003 to 2004 was dramatic and the current school climate will support further improvement.

#### **Commentary**

1. There is a wide range of capability and pre-school experience amongst the children joining Reception. In broad terms and over time, however, their skills and aptitudes meet the standards expected. Children make very good progress through Reception and, overall, join Year 1 with above expected attainment across the key areas of personal, social, emotional and mathematical development, and in communication, language and literacy. However, the fact that the oldest children spend three terms in this class, with some spending two terms, and the youngest just one there, militates against the attainment of the youngest pupils. As a result, the youngest invariably join Year 1 with skills in these three key areas that are significantly less well developed than those of their classmates. It is to the credit of the school that, by the end of Year 2, this shortfall has been made up.
2. The school makes good provision for pupils who have special educational needs. They receive relevant support and, as a result, make the same progress as their peers. The school is aware, however, that some of the least capable pupils still fall short of the standards expected nationally and they are tackling this as a matter of priority. The fact that they monitor so vigilantly and take such swift action shows how much every individual matters: this is an inclusive school.
3. The table below shows the national test results from 2003, those of the previous year (in brackets) and the as yet unvalidated data for the current year (marked with an asterix). (The national comparisons for 2004 are not yet available.) Nevertheless, the school's improvement is clear and is the result of the unity now evident within it, of strong leadership, and of teaching that is consistently good or better. These three features enable pupils of all capabilities to achieve well, often very well.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2002-2004***

Standards in:	School results	National results
reading	15.8 (15.3) 17.0*	15.7 (15.8)
writing	13.5 (14.8) 15.4*	14.6 (14.4)

mathematics	15.3 (17.3) 17.7*	16.3 (16.5)
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*There were 54 pupils in the year group. Figures in brackets are for the previous year. \* Results as yet unvalidated.*

4. When validated, the 2004 results are very likely to show standards as shown in the table that follows. Placed against the 2003 results, the extent of the improvement in terms of comparison with all and with similar schools is clear. It seems unlikely, therefore, that the below-average trend of the school up to 2003 will pertain when these latest results are published.

	In comparison with all schools nationally	In comparison with similar schools
reading	2003: Average 2004: Above average	2003: Average 2004: Well above average
writing	2003: Well below average 2004: Above average	2003: Well below average 2004: Above average
mathematics	2003: Well below average 2004: Well above average	2003: Well below average 2004: Well above average

5. The school is determined to build further on this improvement. As this inspection took place in the first few days of the new school year, particularly valuable information came from the assessments of the current Year 2 pupils when they were at the end of Year 1. These assessments match inspectors' judgements of attainment, and show pupils attaining well-above-average standards in literacy and numeracy. The table below shows the percentage of pupils who, at the end of Year 1, have already attained or exceeded the end of Year 2 national expectation of Level 2b, and the percentage already working at Level 2+ – with one full school year still to go!

	% at Level 2b+	% at Level 2+
reading	21	52
writing	21	42
mathematics	42	72

6. While the school addressed the clearly urgent issue of raising standards in literacy and numeracy, other subjects were – understandably – put on a back burner. Hence, attainment in these subjects tends to meet, rather than exceed, expectations. Nevertheless, the school has dealt comprehensively with the below-average standards in ICT and religious education reported at the last inspection. Both now meet expectations. In addition, although inspectors saw a relatively limited range of work in art and design and in design and technology, there was evidence that standards often exceeded expectations. In other subjects, standards were broadly in line. The school is now, quite sensibly, turning its attention to subjects other than literacy and numeracy. One focus this year, for example, is physical education. Given the current climate, it has every chance of success.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attitudes and behaviour are very good. Provision for pupils' personal development, including the spiritual, moral, social and cultural elements, is very good. The school has made great efforts to

improve attendance and punctuality, which are now satisfactory. Overall, this represents an improvement since the last inspection.

**Main strengths and weaknesses:**

- Pupils’ relationships with others are very good.
- The school’s promotion of confidence and self-esteem is very good.
- Pupils’ willingness to be enterprising and take responsibility is very good.

**Commentary**

7. Although the overall level of attendance is below the national average, the school has been successful in reducing the high level of authorised absence to the percentage shown in the table below. No unauthorised absence occurred in the last year.

**Attendance in the latest complete reporting year (%)**

Authorised absence		Unauthorised absence	
School data	6.3	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.*

8. The school monitors attendance meticulously. In the event of an unexplained absence, the school administrator informally telephones parents on the same morning. Through newsletters, the school reminds parents about the importance of good attendance. They are actively discouraged from taking holidays in term time and are informed of important dates and events. The school carefully monitors and contacts parents where there are persistent problems either with attendance or late arrival. Usually parents work closely with the school by following the advice given. In exceptional cases, the school has had to use the services of the local authority’s educational welfare officer and school doctor.
9. Since the last inspection, the school has created and put into operation a successful behaviour policy. As a consequence, behaviour is now a strength of the school. In almost every lesson observed, behaviour was very good. In the playground, pupils play well together, often participating in games. Creditably, older pupils take care of their younger colleagues, encouraging good relationships by using the ‘friendship bench’ or taking on the role of ‘peacemakers’. No harassment or bullying was evident during the inspection. No exclusions have occurred during the last year. Staff members deal quickly and effectively with the rare behavioural incidents that warrant their attention. At lunchtime, supervisors provide guidance and support for all pupils, with careful attention to younger members of the community and those with special needs. The school maintains a file with many letters expressing compliments on pupils’ good behaviour. Clearly, visitors to the school and organisations that have been visited are impressed with pupils from Bingham Robert Miles Infant School.
10. Relationships among pupils, as well as those between pupils and staff, are very good with mutual understanding very much in evidence. This is manifest in class where pupils are confident to speak to staff both about their work and personal issues if necessary. The school has made great strides in recent times to enhance the self-assurance of the small minority of

pupils with behavioural and social difficulties. For example, pupils are encouraged to develop their social skills by using a 'sorry sheet' to express remorse when, occasionally, relationships break down.

11. Teachers encourage pupils to evaluate their own work. Pupils are articulate and confident in their approach to this task. For example, they often use a system of 'smiley faces' to indicate their assessment of what they've done: ☺ shows that they are pleased with their work; 😐 indicates that they are not sure, and ☹ points to their being none too happy with what they've produced. Pupils routinely take responsibility for day-to-day activities in school, such as helping as class and school monitors. When candidates arrive in school for job interviews, pupils take them on a tour of the school. Under their own initiative, they have taken on projects that are usually associated with older pupils. For example, they have promoted a Blue Peter charitable collection by creating their own posters and letters to appeal for funds. The youngsters managed to raise £91 entirely through their own efforts.
12. Provision for spiritual development is very good. Opportunities are promoted through very good assemblies when pupils are given time for personal reflection. Moral development is very good. Moral principles are consistently promoted through all aspects of the school's work. The school provides very good opportunities to promote pupils' social development. Pupils are increasingly given more responsibility as they progress through the school. Cultural development is good and pupils are able to appreciate the traditions of a variety of other cultures and faiths. For example, pupils studied the preparation of food and clothing from many parts of the world.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good and this is the combined result of a number of features: the team spirit now in school, high quality leadership by the headteacher, skilled teaching, and a shared determination to 'be even better'.

### Teaching and learning

The quality of teaching and learning is good, often very good. Assessment is very good because managers, teachers and pupils use it skilfully to raise standards.

### Main strengths and weaknesses

- Teaching quality has improved significantly since the last inspection.
- Teaching is good overall, and consistently very good in Reception.
- There are no significant weaknesses in teaching.

### Commentary

#### *Summary of teaching observed during the inspection in 21 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	6	14	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. As is clear from the table above, pupils are taught well in this school. In Reception they are taught very well. This is a significant improvement since the last inspection when just half of all lessons were good or better. There are no significant weaknesses in teaching quality.

14. The headteacher and her staff are clear about the attributes of very good teaching and they are working towards achieving this standard consistently. A key strength of their work is their very high level of expectation: of pupils' behaviour, contribution and – most of all – of what they can achieve. Hence there is no lack of challenge for pupils. Pupils who had just joined Year 1, for example, were shown how to play 'full circle' by identifying which letter needed 'to go' and which one needed to replace it: pot – pat – pan – tan – pin – pit – pot. In addition, their teacher introduced them to an excellent range of new vocabulary in a way that would really enable them to understand it – *intimidated*, *incidents*, *anxious*, *secure* and *demonstrate*. In their eagerness to challenge and engage, teachers occasionally expect too much of the least able. However, they are aware of this issue and are trying to get the balance right. In fact, their efforts reflect one of the school's key priorities this year – to provide more focused support for pupils who fall short of attaining the national expectation in literacy, numeracy or both.
15. Where teaching is very good – consistently in Reception and in some lessons elsewhere – it is due to the wealth of incidental learning points that teachers weave into lessons, and the opportunities for pupils to learn independence and to be actively involved in their own learning. Teachers fully include pupils who have special educational needs in all activities. Planning reflects the targets set out in their individual education plans. Teaching assistants play a good part in supporting them in lessons, helping them to meet their targets, and praising their achievements to boost their confidence. Teachers monitor pupils' progress regularly and their targets are adjusted as necessary. When it is appropriate to do so, they are withdrawn from class for intensive support using carefully prepared programmes. The overall contribution of support staff to teaching and learning is good and often very good. In particular, the teamwork in Reception between the teacher and the teaching assistant is outstanding.
16. The school's assessment systems are very good, as is the use that teachers make of assessment information to raise standards. Pupils' reading, writing and numeracy skills are assessed on a regular basis, targets are set, progress is evaluated and, when necessary, additional support is put in place. Teachers are excellent at involving pupils in assessing how well they are doing and the result is a level of understanding that is not normally evident at such a young age. Given the urgent need to raise standards in literacy and numeracy, these areas have rightly been the foci of the school's attention. It is now well placed to enhance its existing assessments in other areas of the curriculum.

## **THE CURRICULUM**

The curriculum is good, as are opportunities for enrichment. The school's accommodation is good and resources are satisfactory.

### **Main strengths and weaknesses**

- Provision for personal, social and health education is very good.
- Provision for pupils who have special educational needs is good.
- The school prepares pupils very well for the next stage of education.
- The school has a good programme for curriculum development.
- Support for learning outside the school is good.
- The match of teachers to the curriculum is good and very good for support staff.
- The quality of the school's accommodation helps pupils to learn well.

## **Commentary**

17. The curriculum has good breadth and balance. All issues identified in the last inspection have been dealt with effectively. Now that the curriculum is firmly established, the school is seeking to enhance and enrich it. Priority is given to forging links between subjects. This development is in its infancy, but is programmed for full implementation by September 2005.
18. Learning is extended well through an interesting range of special events, visits and visitors. There is a small range of clubs and after-school activities, which are popular and well attended. These include 'Beginners' French'. The annual two-day school camp is an unusual feature for Year 2 pupils, a valuable experience much appreciated, and popular.
19. The school's good provision for pupils who have special educational needs gives them the opportunity to achieve well and make good progress. Teachers know these pupils well and ensure they are given full access to the curriculum. Pupils' individual education plans are well focused on their identified needs and adjusted in the light of assessments. There is a comprehensive programme for pupils who are gifted and talented, and where appropriate they are pointed towards suitable outside provision, for example, in gymnastics.
20. The school's very good provision for personal, social and health education makes a significant contribution to pupils' very good behaviour and attitudes to learning. Topics covered through the curriculum include sex education (through science) and drugs awareness. A range of visitors develops their understanding of the responsibilities of citizenship.
21. The school gives pupils a high quality education. This prepares them well for the next step of education and is enhanced by a good transition programme to prepare them for junior school.
22. The school makes good use of teachers' expertise in different subjects. For instance, it is fortunate in having two music specialists, whose expertise provides valuable experiences for all pupils. The good help given to pupils by support staff makes a valuable contribution to their good progress.
23. The school's accommodation is good and well cared for. Classrooms are large and airy, providing pupils with a pleasant working environment.

## **Care, guidance and support**

All aspects of pupils' health and safety are very good, as is their access to well-informed support, advice and guidance. This is an improvement since the last inspection. The school takes adequate account of pupils' views.

## **Main strengths and weaknesses**

- Procedures to ensure a high level of pastoral care for the pupils are very good.
- Induction arrangements are very good.

## **Commentary**

24. The school provides a safe and caring environment and promotes a healthy lifestyle. For example, all pupils benefit from the school's involvement with the National Fruit Scheme and have access to water and milk during the day. A breakfast club starts next month.
25. There are very good procedures for child protection, with the designated person having received up-to-date training and disseminated this to other staff. Procedures for dealing with accidents and emergencies are very good, with the great majority of adults in school being trained in first aid. When it comes to health and safety, risk assessments are carried out for every aspect of school life, both on and off site. Caring practices extend to lessons and are part of the personal, social and health education curriculum.
26. Teachers and support staff know their pupils well and are able to cater for their individual needs. Their encouragement, together with high expectations, enables pupils to make good progress. At a more formal level, extensive records are maintained on pupils' academic and personal development, enabling teachers to provide high quality advice and support to each individual. The school's good support for pupils with special educational needs includes effective liaison with agencies of the local authority.
27. Induction of children, from the four pre-school groups from which the great majority of new entrants come, is becoming well developed. The school regularly liaises with feeder groups to agree good practice, which contributes positively to the children's education. In Reception, children learn in a very practical way. When they transfer to Year 1, great care is taken to ensure that transition is smooth – not too formal too soon.

## **Partnership with parents, other schools and the community**

The very good links with parents and other schools, and good community links, have been maintained since the last inspection.

## **Main strengths and weaknesses**

- The provision of information for parents is very good.
- The partnership with the junior school is very good.
- Links with the community are good.

## **Commentary**

28. Parents feel that they are kept up to date about the life of the school through the attractive newsletters. In addition to receiving a comprehensive annual report on the progress of their children, they are also invited to a termly consultation evening with staff. Parents of pupils who have special educational needs are made aware of concerns as soon as they arise, and are kept well informed. Almost all parents attend reviews. The school canvases parents regularly for their views. For example, parents say that the school provides feedback forms for their suggestions after events such as the consultation evenings.
29. Teachers and other staff make themselves readily available to parents and carers who need to resolve any concerns. Many parents help in school and all those who returned the pre-inspection questionnaire said that they feel comfortable about approaching staff with questions or any problem or complaint.

30. When money is raised by the Friends of Bingham Infants, the headteacher ensures that it is used for the benefit of everyone in school. As an example of the parent-teacher association's generous efforts, the central aisle in the school has been refurbished with attractive library furniture.
31. The school works closely with Robert Miles Junior School, to which the vast majority of pupils transfer. The Year 2 teachers at the infant school and Year 3 teachers at the junior school are particularly involved, especially with literacy and numeracy. The partnership extends to pupils as well as teachers. For instance, the most senior pupils from the junior school come to the infant school to help with sports day. The relationship is further cemented as the two schools have a reciprocal arrangement for visiting each other's dress rehearsal for their productions.
32. The school has good links with the local community. For example, it takes part in the Bingham Festival each summer. Successful links have been established with businesses, which have provided financial sponsorship. On a day-to-day basis, the community uses the school premises for many leisure and cultural activities, such as Brownies, Guides and keep-fit classes. A notable activity is the after-school provision used by families with children at both the infant and junior schools.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are good overall. Governance is sound. The headteacher leads and manages very well.

### **Main strengths and weaknesses**

- The headteacher has skilfully steered the school through a very difficult period.
- Key staff carry out their responsibilities very well.
- Unobtrusive day-to-day administration supports the smooth running of the school.

### **Commentary**

33. Governors are aware of the strengths of the school and are regularly involved with it in ways that best match their interests and expertise. Because they now receive plentiful and detailed information from the headteacher regarding the performance of the school, they are acquiring a better understanding of the areas for development and are beginning to ask pertinent questions.
34. There is convincing evidence that prior to the appointment of the current headteacher in 2002, relationships between staff and governors had broken down. There was much to be put right before the school could move on. Most of the teaching staff resigned during that year and it was not until January 2003 that the school was in a position to move forwards with a new staff. Since that time the headteacher has united her colleagues and there is now a tangible corporate spirit in the school. Her agenda for change has been clear and wholly logical. She has the support and respect of her staff, and the improvement in standards has been dramatic. The headteacher and staff are all determined that this will be a very good school. As a result of their skill and corporate spirit, it is heading rapidly in that direction.
35. Key staff carry out their roles very effectively. In particular, the work of those who co-ordinate English, mathematics and the school's assessment systems has played a major part in raising standards. Leadership and management of the school's special educational needs provision are very good: recommended procedures are carefully



followed, record keeping is systematic and funding for pupils is spent well for their benefit.

36. All aspects of financial management are handled very well. Day-to-day routines are effective, professionally undertaken and unobtrusive. The budget is spent wisely. Although the carry-forward figure in the table below appears large, this money was set aside for refurbishment and has now been spent.

***Financial information for the year April 2003 to March 2004***

Income and expenditure (£)	
Total income	463,800
Total expenditure	437,952
Expenditure per pupil	2,754

Balances (£)	
Balance from previous year	49,246
Balance carried forward to the next	75,094

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

## **AREAS OF LEARNING IN THE FOUNDATION STAGE**

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

### **MAIN STRENGTHS AND WEAKNESSES**

- Children achieve very well in most areas of learning because of the very good teaching, support, leadership and management.
- Staff encourage children to be independent from the moment they start school.
- By the end of Reception, standards are above the expected levels in most areas of learning.
- Children have very positive attitudes to learning.
- Accommodation and resources are good.
- Assessment is used very well to ensure that the needs of all children are met.

### **Commentary**

37. The scope for making observations was limited because half of the group of 16 Reception children started school on the day that the inspection started and the other half started school the day before. They attend school in the mornings only (an arrangement that the school makes for the children's first week in school). Furthermore, they account for only about one-third of the eventual year group because there are further intakes in January and April. However, additional valuable evidence was gathered from assessment information relating to those pupils in school who had just left Reception to go to Year 1.
38. It is obvious from the way staff work hard to settle children into the new surroundings and their approach to them that children get a very good start to their school life. All children spend a half-day per week in school in the term before they come, working with the staff who will teach them and getting used to the building. This means that they start school familiar with their surroundings and settle down very quickly. Staff work very closely with feeder nursery and playgroups to make sure that the records they receive are consistent. Staff encourage children to be independent from the moment they enter school.
39. Achievement was very good in areas of learning where sufficient evidence could be obtained. This is the result of consistently very good teaching and support. Amongst this particular group of children, standards are very good in personal, social and emotional development. They are good in communication, language and literacy, mathematical development and knowledge and understanding of the world, and satisfactory in creative development. There was not enough evidence to make judgements in physical development. However, this above-average start is not typical: over time, attainment on entry is about average.
40. The teacher and classroom assistant work well together and provide very good role models for children. They assess children's progress and needs as lessons progress and direct them to different activities to broaden their experiences. There has been good improvement since the previous inspection. Leadership and management are very

good. If attainment follows the pattern of previous years, it is likely that most children will attain the goals they are expected to in all areas of learning by the end of the year, and a significant minority will exceed them. Provision in the Foundation Stage is a strength of the school.

41. Staff set high expectations of children's **personal, social and emotional development**. Children respond very positively and standards are well above expected levels. Very good quality teaching gives children a clear understanding of right and wrong. Good behaviour, displays of kindness and thoughtful actions are rewarded by children's names being put on the 'Brilliant Brick' wall. Children are encouraged to resolve arguments using a harmony sheet, writing down their actions and working out solutions. They are encouraged to develop independence. However, staff are sensitive to children's feelings. For example, the teacher read a book entitled 'I'm Shy' and this showed children how they could get over their worries. Children settle in to classroom routines very quickly. For example, they say, 'Thank you' when given something, and learn to wait until all are ready before starting to drink their milk. Children pay close attention to what staff tell them. They play well together in role-play areas. They try to please their teachers, who quickly establish a warm and trusting atmosphere. Children try hard at challenging tasks and are keen to answer.
42. There is very good quality teaching and learning in **communication, language and literacy** and children show very positive attitudes. Staff provide many very good quality opportunities for children to develop their speaking and listening skills. Regular discussions and questioning and incidental conversations in formal sessions and role-play areas ensure that there is good development of vocabulary. The teacher guides children to the writing area to write letters to Kitty the Kangaroo, the class 'pet'. Many can already write their names and other letters. Evidence from the previous year's work shows that children begin to write in sentences. Reading skills were very effectively developed when the teacher explained how to choose a book and children were encouraged to read to each other and to Kitty. Children learn technical terms such as 'title'; some of them already know that the author writes the book. All children understand that print conveys meaning and turn the pages of the book in the correct way.
43. Children receive very good quality teaching in **mathematical development**. Most know the numbers and count to five. They enjoy singing songs to reinforce their knowledge. Several recognise when numbers are not in the correct order and are able to put them right. By the end of the year, they learn the vocabulary associated with measuring liquids and solids. They make up their own number stories. Children carry out traffic surveys and produce pictograms to show the results.
44. The teaching of **knowledge and understanding of the world** is very good because teachers organise a wide range of experiences. For example, children used magnifying glasses to examine a variety of small objects such as seashells, stones and wood on the discovery table. They were excited to discover the different smells of herbs when they cut them with scissors. Children learn how seeds grow when they plant them in the classroom and the garden area. They learn about traffic signs and road safety when they ride tricycles around the playground. Teachers provide very good opportunities for children to learn about other cultures when they make lanterns for the Chinese New Year and Indian sweets. Children use the computer to produce drawings and to complete mathematical tasks. They are introduced to healthy habits when staff insist they wash their hands before eating their fruit.

45. There were not many opportunities to observe children's **physical development**. However, most children use scissors correctly to cut out shapes to make masks. They spread glue accurately and learn to focus magnifying glasses. They successfully assemble jigsaws and construction kits. Although not observed, children are given opportunities to ride on tricycles, to balance on stepping stools and to practise throwing and catching.
46. In the aspects of **creative development** seen, staff gave children opportunities to cut and paste. They painted self-portraits and built items with construction kits. They play imaginatively in the role-play areas, such as the kitchen. Overall, they work at the expected level. However, evidence from previous work shows that pupils are offered a wide range of experiences, for example, making clay pots, weaving, making their own 'play-dough' and using a variety of artists' materials.

## **SUBJECTS IN KEY STAGE 1**

### **ENGLISH**

Provision in English is **good**.

#### **Main strengths and weaknesses**

- Standards improved sharply this year and continue to rise.
- Teaching is consistently good and often very good.
- The subject is very well led and this has underpinned rising standards.
- All teachers have high expectations of what pupils can achieve.
- The length and imagination in pupils' writing is not always matched by their spelling, handwriting and punctuation.

#### **Commentary**

47. The 2004 test results (as yet unvalidated) show standards in reading and writing that are above national averages. This is a dramatic improvement from 2003 (particularly in writing) and, if the current rate of progress is maintained, it is likely that they will be well above average by the end of this academic year. The school, as a matter of priority, is focusing particular attention on the small proportion of pupils working below the level expected nationally.
48. Listening standards are very good in all classes and this is a key factor in pupils' good achievement. The foundation for these impressive standards is firmly laid in the Reception year and this sterling work pays great dividends through the rest of the school. Pupils are attentive in whole-class sessions and, when they are working independently or with a friend, are quick to respond to the teacher's request for their attention. They are used to listening to details about what they are to learn in each lesson and this enables them to judge how well they have done. The school uses strategies to ensure that pupils have regular speaking opportunities. For example, they often rehearse their ideas with a

friend before presenting them to the rest of the class, and they also perform in front of parents and friends.

49. Reading standards are very good. Pupils generally embark on Year 1 with reading skills that exceed expectations. However, the youngest pupils (who have only had the benefit of one term in Reception) have clearly been disadvantaged by the admission system and have much ground to make up to equal the skills of their older – yet not necessarily more capable – classmates. It is to the credit of the school that this difference is minimal by the end of Year 2. The school has championed the joy to be accrued from reading and has provided pupils – in an enticing corridor display – with a rich range of fiction and non-fiction books from which to choose. Pupils may change their book frequently and do so completely independently.
50. Writing standards are above average. Pupils write at length and with imagination and individuality. There are occasions when the content of these components surpasses the quality of the spelling, handwriting and punctuation. However, the co-ordinator is rightly aware that there is a balance to restore and has plans to achieve this. Year 2 pupils have learned to join their handwriting. Some do so consistently; others do so only in their handwriting books! Pupils do not let uncertainty about spelling put them off using a word. For example, a lower-attaining Year 1 pupil wrote:  
*'I rember hang my fortgraf tuk'.*  
Another followed the format of a poem and wrote,  
*'I like iscrem but I don't like brockley,  
I like jam but I don't like ham,  
I like appols but I don't like corots,  
But I fink eggs are rile rile nis.'*
51. All teaching seen was good or very good, and was good overall. There were no significant weaknesses, but what distinguished the very good from the good was the extent to which the high expectations of pupils were wholly realistic for the least able in the class. That is not to say that tasks were inappropriate for these pupils when the teaching was good. Rather, there were occasions when a fraction more support may have resulted in better quality work and greater pupil satisfaction.
52. The subject is very well led by a knowledgeable co-ordinator who has driven change, raised standards significantly and who has ideas that bode well for further improvements. This improvement has been helped by very effective use of assessment information and by really involving pupils in considering how well they are doing. The subject is well resourced with 'big books', with books for group reading and with a wonderful selection of attractive fiction and non-fiction books from which pupils may choose.

### **Language and literacy across the curriculum**

53. Pupils' impressive reading skills serve them very well in other subjects. The same is true of their writing skills: pupils have learned to write freely and at length and to 'have a go' at words even if they are unsure of spelling. Opportunities remain, however, for other subjects to be fully used as vehicles for pupils to practise and consolidate their writing skills. The school is well aware of a need to review this balance.

### **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Teaching is good.
- Assessment procedures are very good.
- More able pupils receive a good challenge.
- Less able pupils, including those who have special educational needs, receive good support.
- Leadership and management are very good.
- Introductory sessions of lessons are sometimes too long.

### **Commentary**

54. Provision for mathematics has improved since the last inspection. Improvement over the last year has been particularly dramatic. The unvalidated data for 2004 shows standards that are well above average. In 2003, they were well below average. This is because of the school's focus on targeting areas for improvement. In particular, assessment procedures are much better and teachers use information about individual pupils' progress to set work which is a very close match to their needs. This enables pupils of all abilities to make good progress and achieve well. A big step forward is the provision of a good level of challenge for more able and gifted pupils so that they can fulfil their potential. Consequently, a larger proportion of pupils than in most schools reaches higher levels. The school is also committed to doing its best for less able pupils, including those who have special educational needs. Teachers and teaching assistants give them good support, with the result that a smaller proportion than in most schools fails to reach average levels.
55. The strength of leadership has led to very effective teamwork with common aims and systematic procedures. The curriculum is good and enables teachers to give pupils full access to all areas of mathematics. As a result, there are many strengths in pupils' learning. The co-ordinator monitors the subject closely and has correctly identified areas targeted for improvement, for instance, problem solving and division. The school acknowledges the need to give pupils more experience of ICT to support their learning in mathematics. However, recent improvements in its provision are insufficient to meet the demands of the mathematics curriculum. Another area for development is an increase in the number of mathematical books from which pupils can choose – to spark their enthusiasm and to promote independent learning.
56. Teaching is good, with many strengths. A common theme in all lessons seen was the teachers' encouragement of independent learning and the help they gave pupils to understand how they could improve. This has a positive effect on their attitudes and gives them a sense of control over their own learning. Teachers expect much of pupils and challenge them very well. As a result, pupils find lessons very interesting, work very hard and achieve well.
57. Teachers are good at asking lots of questions to promote mathematical thinking and involve pupils well in discussions. However, there is not enough emphasis on requiring them to explain strategies. Teachers follow the National Numeracy Strategy, but in two lessons seen, rather too much time was spent on the mental and introductory sessions.

This reduced the time available for tasks, so pupils did not finish the work planned for them.

### **Mathematics across the curriculum**

58. Developing links between subjects has become a major focus in the curriculum. A start has been made, for instance, through handling data in science and geography.

### **SCIENCE**

Provision in science is **good**.

#### **MAIN STRENGTHS AND WEAKNESSES**

- Teaching is good.
- Pupils do not write enough about what they have done in science lessons.
- Leadership and management are good and a good system of assessment is being put in place.

### **Commentary**

59. Standards have improved since the previous inspection. At the time of the inspection, only three days into a new school year, standards met expectations for the age of the pupils. However, given the current rate of progress, they are likely to be above the expected level by the end of the year. Rapid improvements were made last year. For example, although figures have not been validated for 2004, the percentage of pupils achieving the higher Level 3, 45 per cent, exceeded the national percentage by 19 per cent.
60. Teaching was good in the lessons seen. In a Year 2 lesson, the key strengths were:
- Telling pupils what they were to learn.
  - Using questions very well to find out what pupils knew and to extend their knowledge.
  - Developing pupils' sense of chronology by showing a sequence of photographs covering the first four years of a baby's life.
61. These strategies effectively raised pupils' interest and involved them in the work so that they were eager to recount their own and their siblings' experiences when younger. Because the facts were presented in a logical manner, pupils were able to put the baby's needs and development into context. A lesson in Year 1 was effective in teaching pupils the names of the parts of the body and their correct position. The work was reinforced in a number of ways that pupils found interesting, such as role-play in a doctor's surgery. Here patients told the doctor what they could not do because of their injury, and made models and pictures of bodies with appropriate labels. Teachers make sensible use of worksheets, using them only when they are relevant and will clarify ideas for pupils. Pupils respond very positively to these approaches by trying very hard and working well together and individually.
62. Checking pupils' work from the previous year indicates that they do not write enough about what they have done in science. When pupils carry out investigations they

invariably draw what has happened and this denies them the opportunity to develop their writing skills in reporting what they have seen.

63. Leadership and management of the subject are good. The school grounds have been developed imaginatively. As a result, pupils have opportunities to carry out investigations in a wild area and a pond. This complements the school's emphasis on first-hand experiences, for example, when pupils plant seeds, measure the plants and discover if they need light to grow. Pupils benefit from visits by people who help them such as street cleaners and the RSPCA. Resources are good. A new system of assessment is being introduced, based on the targets to be achieved at the end of each piece of work. When this is fully in operation it will give teachers a clear idea of the progress made by pupils.

### **INFORMATION AND COMMUNICATION TECHNOLOGY**

Provision in information and communication technology is **good**.

### **MAIN STRENGTHS AND WEAKNESSES**

- Leadership and management of the subject are very good and there is a determination to raise standards.
- Teaching is good and pupils achieve well.
- Resources are good.

### **Commentary**

64. Significant improvements have been made since the previous inspection. The school is much better equipped and teachers have benefited from training. Teachers are supported expertly by a very able co-ordinator, who is working hard to raise standards in the subject. The school has made good progress in raising standards: unsatisfactory at the previous inspection and satisfactory now.

65. Evidence from previous years shows that by the end of Year 2, pupils type in text and amend the style and size of font. They draw pictures using drawing and painting programs, drawing shapes freehand, importing regular shapes, and filling the shapes with colour in a variety of ways. Pupils program a moving device to follow a set route. They use the Internet to carry out research and present investigations about pets and traffic as graphs. Pupils learn well because teaching is good and sometimes very good. In a very good lesson in Year 2, the teacher explained very clearly the object of the lesson and ways of achieving the desired effects. As a result, pupils knew exactly what they were going to learn and how to do it. Very good questioning enabled pupils to consolidate knowledge of the rules for using the computers and how to log on to the program they wanted. They gained in confidence when they were asked to explain the processes. Pupils worked very well in pairs, helping each other and were supported very well by both the teacher and classroom assistant.

66. The leadership and management of ICT are very good. The school is determined to raise standards and staff have positive attitudes towards the subject. The subject leader is knowledgeable and enthusiastic and supports her colleagues very well. She has undertaken a thorough review of the whole subject and has clear ideas about how to make further improvements. The school has made good decisions when buying new equipment. The recently acquired wireless laptop computers allow for versatile use.



They can be taken from room to room with the minimum of disruption and the lack of cables enables them to be used in the most convenient places. Given the high priority that the school places on the subject and the enthusiasm of the subject leader, it is well placed to raise standards further.

## **INFORMATION AND COMMUNICATION TECHNOLOGY ACROSS THE CURRICULUM**

67. The use of ICT in other subjects is good. In geography, Year 1 pupils superimpose suitable clothes on a teddy bear in preparation for a journey up Mount Everest. In English they use a word bank to write sentences and labels for a garden centre. Year 2 pupils produce pictograms and graphs in mathematics lessons showing their favourite pets and the most popular colour of cars. They use the Internet to support work on insects in science, and drawing and painting programs to produce artwork in the style of artists such as Mondrian.

## **HUMANITIES**

Provision in **religious education**, **history** and **geography** was sampled. Insufficient evidence was seen to make firm judgements about standards or the quality of teaching.

68. Two lessons were seen in **religious education**, one good and another very good. Pupils achieved well. They thoroughly enjoyed the practical nature of the lessons and joined in role-play with growing confidence. The lessons were pitched well to help pupils in Year 1 to learn the value of sharing and, in Year 2, the significance of God's promise to Noah.
69. The main focus is on learning about the Christian tradition and other faiths, particularly Judaism. The school makes good use of visits to places of Christian worship so that pupils develop an understanding of traditions and symbolism and gain in spiritual awareness. Teachers provide pupils with many good opportunities to learn. However, the evidence in pupils' recorded work indicates that they do not get enough opportunities to use and develop literacy skills.
70. Leadership and management are sound. Issues identified in the last inspection have been dealt with effectively:
- Standards have risen and are no longer unsatisfactory.
  - The scheme of work is appropriately based on the new Locally Agreed Syllabus.
  - A suitable amount of time is given for lessons.
71. There are some weaknesses in provision:
- Pupils have few opportunities to learn from visitors.
  - There are no visits to places of worship other than Christian ones.
  - There are too few artefacts and reference books about other faiths.
72. No lessons were seen in **history** or **geography**. Careful scrutiny of pupils' work showed that teachers give pupils valuable experiences to learn from visitors and the local environment. The school itself is used as a history resource and an ex-pupil gives current pupils an insight – through memories – of school life in the 1930s. Teachers make good use of the village. For instance, pupils study local shops and house types, and draw maps of their route to school. They undertake traffic surveys with a view to safety in the environment. Teachers introduce pupils to places further away in the UK and abroad through the imaginative use and travels of the cuddly toy, Bobby Bear. Last year his

journey to the peak of Mount Everest with a local mountaineer gave pupils lots of opportunities to learn at school and at home. A weakness is the limited range of opportunities for pupils to use and develop their literacy skills. The development of links with other subjects is in its infancy, but the school has recently begun to give it suitable priority.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

No **art and design** or **design and technology** lessons were seen during the inspection. Nevertheless, photographic evidence together with work on display indicates that, in both subjects, standards meet expectations and sometime exceed them.

73. In **art and design**, pupils are introduced to the work of some famous artists – Pollock and Mondrian, for example. Using suitable computer software, pupils produce their own art in the style of those artists. Year 1 pupils learn to mix colours and attempt, with some success, to mix the skin tones they will need for their self-portraits. Year 2 pupils show good observation when drawing fruit. Pupils' work is valued. For example, a piece of each child's work was framed and parents had the opportunity to purchase it. In addition, the whole school contributed to an 'Animals and Plants' display in the local library. Visitors also add value to pupils' experience – a visiting photographer showed pupils how objects can appear very different when viewed from a different angle, how display can improve an end product, and how a change of background can make a difference to the appearance of a display.
74. In **design and technology**, pupils' designs are detailed and the artefacts that follow generally resemble them very well. The variety in pupils' work on a given project – those on lorries and puppets, for example – is testament to teaching that gives licence to pupils' originality.
75. Leadership and management of the subjects are sound but, understandably, there has been little development of any significance over the past few years as the foci for school improvement have related to literacy and numeracy.

## **MUSIC**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Teaching is good.
- Subject leadership is good.
- Singing in assembly is good.

### **Commentary**

76. Because lessons were observed early in the term, pupils were still settling in to their new classes. They have not yet had time to show their full abilities and standards are judged to be at least in line with the expected level. However, pupils sing well in assembly and some show a good sense of rhythm. The good standards of the last inspection have been maintained.
77. The quality of teaching in both lessons seen was good because teachers are skilled musicians. Planning was good, and careful thought was given to the introduction of lessons and the use of support materials. For example, in Year 2, pupils entered to the strains of the Radetzky March by Johann Strauss. The strong beat enabled them to clap in time to the music. Teachers then introduced other tunes and encouraged pupils to represent the rhythms with different actions. This prepared pupils well for learning a new song, *'I do like to be beside the seaside'*, connected with their topic work. In Year 1, pupils sat very quietly and listened to background noises. They were able to describe the loudness and quality of sounds using a range of bells. The teacher maintained pupils' interest by accompanying them on a guitar and asking them to identify sounds played on hidden objects.
78. Pupils benefit from a wide and varied curriculum. There is a good range of instruments, including multicultural instruments, for them to play. Pupils in Year 2 have the opportunity to play recorders. They make up and record their own songs. Pupils take part in public performances in the school and the community. Visits are arranged to places of interest such as Southwell Minster, where pupils experience playing the organ. Management of the subject is good. The subject leader is a good musician and supports her colleagues well, enabling them to teach with confidence. The school is in a good position to help pupils to reach above expected standards by the end of the year.

## **PHYSICAL EDUCATION**

Provision in physical education is **good**.

## **MAIN STRENGTHS AND WEAKNESSES**

- Teaching and subject leadership are good.
- Pupils are offered a good range of activities.
- Resources are good.

## **Commentary**

79. Standards are at the expected level. This reflects the judgement at the previous inspection. Pupils benefit from performing in public and taking part in lessons conducted by visiting skilled instructors.
80. In a good lesson in Year 2, pupils responded very well to the increasing amount of challenge when learning to catch a beanbag. They tried ever harder as the teacher made the tasks more difficult, for example, throwing the bag up and clapping their hands an increasing number of times before catching it. Cries of *'I've done it'* showed their enjoyment. They particularly enjoyed trying to beat their record for catching the bag over a period of a minute. Pupils were helped to improve their technique because the teacher asked pupils to demonstrate good practice.

81. Lessons are well prepared and teachers explain carefully what pupils are going to do. Because the lessons took place very early in the term, teachers spent some time making sure that pupils knew the procedures for getting ready for physical education lessons. However, there was a lack of urgency when pupils were changing their clothes. Teachers are using a new scheme of work that they are not yet familiar with and, consequently, some parts of lessons lack focus. More use could be made of classroom assistants to help pupils during lessons.
82. The subject co-ordinator is enthusiastic and knowledgeable, and leadership of the subject is good. The school is well placed to raise standards. There is a good range of small equipment to support lessons, and teachers make good use of the hard play and grassed areas. Pupils benefit greatly from visiting instructors in gymnastics, dancers from a Middle Eastern dance group and footballers from Nottingham Forest Football Club as part of Sport in the Community. Good use is made of facilities at the local secondary school through the Happy Hour Club. Gymnastic talents nurtured at the East Midlands Gymnastics Centre led to one pupil being voted best gymnast in her age group in the county. Pupils take part in country dancing and give demonstrations in the local market place.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

83. This school is particularly successful at developing pupils' personal and social skills. Its work starts as soon as children join the Reception class because they are shown ways in which they can develop independence. In simple ways they are expected to gauge how well they have achieved what their teacher wanted them to learn. In addition, they are encouraged to understand how others might feel. These strong beginnings are built upon in Years 1 and 2. Texts in literacy lessons, for example, focus on understanding the characters' feelings; there are friendship benches in the playgrounds and all are taught strategies that help them to avoid conflict, or – where it exists – to resolve it. Pupils learn that it is important to say sorry when appropriate. These initiatives and others related to healthy life-styles, food, and to caring for the environment result in pupils with a range of personal skills that often belie their young age.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

### *Inspection judgement*

### *Grade*

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

<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3

<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	2
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
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	2

<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	4
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).*