

INSPECTION REPORT

MODEL VILLAGE PRIMARY SCHOOL

Shirebrook, Mansfield

LEA area: Derbyshire

Unique reference number: 112784

Headteacher: Mr P Davie

Reporting inspector: Mr C R Phillips
15941

Dates of inspection: 12th – 15th November 2001

Inspection number: 187438

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

© Crown copyright 2001

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Central Drive Shirebrook Nr Mansfield Nottinghamshire
Postcode:	NG20 8BQ
Telephone number:	(01623) 742254
Fax number:	(01623) 746587
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T A Taylor
Date of previous inspection:	November 1999

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
15941	Mr C R Phillips	Registered inspector	Science Geography History	Characteristics and effectiveness of the school The school's results and pupils' achievements Leadership and management
9146	Mr M Brennand	Lay inspector		Pupils' attitudes, values and personal development Pupils' welfare, health and safety Partnership with parents and carers
29688	Mr M Brammer	Team Inspector	English Information and communication technology Design and technology Equal opportunities	
10611	Mr M James	Team inspector	Mathematics Music Physical education Special educational needs	Quality and range of opportunities for learning
18340	Mrs M E Phillips	Team inspector	Art Religious education Foundation Stage	Teaching and learning

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints that are not satisfactorily resolved by the contractor should be raised with OFSTED by writing to:

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway

London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10 - 12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12 - 14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14 - 15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	15 - 16
HOW WELL IS THE SCHOOL LED AND MANAGED?	17 - 18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20 - 23
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	24 - 41

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average community school for boys and girls aged three to eleven. It draws its pupils mainly from the immediate area of Model Village, an estate built originally for workers in the local coalmines. Since the closure of the mines, it has been an area of high unemployment and much social deprivation. There are 266 pupils currently on roll, of whom 41 are part-time in the nursery. Overall levels of attainment on entry are very low when compared with the average found nationally. Almost all children have had experience of pre-school education before they enter the reception class, usually in the school's own nursery. There are currently 74 children on roll below the age of six, in the nursery, reception class and two other classes. The number of pupils entitled to free school meals (25 per cent) is above the national average, and the proportion of pupils currently identified as having special educational needs (40 per cent) is well above average. Four pupils have statements of special educational need. There are no pupils for whom English is an additional language. The school faces considerable difficulties in maintaining continuity in pupils' learning because a significant proportion moves into the school in the course of their primary education, replacing others who have moved to other areas. The school receives considerable support as part of an Education Action Zone.

HOW GOOD THE SCHOOL IS

This is a good school. It provides well for the needs of all pupils and standards of attainment are improving significantly. It is well managed and the overall quality of teaching and learning is good. It provides good value for money.

What the school does well

- Standards of attainment in the core subjects of English, mathematics and science have improved significantly, although those in English have not kept pace with the others.
- The quality of teaching is good overall, so most pupils learn well and make good progress.
- The pupils respond well to the expectations the school has for them and most show good attitudes to all aspects of school life.
- Provision for the pupils' social development is very good, they develop well personally and the quality of relationships throughout the school is good.
- The quality of teaching, learning and provision in the nursery and the reception class is very good.
- The school is well managed; the headteacher provides very good leadership, and is supported very well by the deputy headteacher and all staff.
- There is a strong commitment to improvement, which is shared by governors and all adults working in the school.
- The school has very good links with the community, makes very good use of specific funding and receives very good support through the Education Action Zone and other agencies.

What could be improved

- Standards in English.
- Standards in several other subjects, particularly in information and communication technology, design and technology, art and design and religious education.
- Attendance.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

When the school was inspected in November 1999, it was judged to have made good progress in several of the areas identified previously for improvement, and satisfactory progress in most of the others. There had been slow progress in dealing with the school's accommodation needs. The report identified several areas for continuing attention and most of these have been tackled effectively. The school has continued to improve and the results achieved by pupils in the national tests at the ages of seven and 11 have risen significantly in most areas. The standard of teaching and learning has improved and is now good overall. Much has been done to improve the interior decoration of the school, but the condition of the buildings is poor and the nature of the split site causes many practical difficulties. In spite of the school's efforts, attendance is still a problem. The school is still improving and it now has in place people, systems and structures that will enable it to continue to do so.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	D	E*	E	E
mathematics	E	E	C	B
science	E	E	C	B

Key

well above average A

above average B

average C

below average D

well below average E

These results provide evidence of significant improvement in mathematics and science. Results in English, although improved on those of the previous year, are still disappointing, but are clearly related to the very poor levels of language evident when children enter the school. The school exceeded its target in mathematics in 2001, but not in English. Results in the national tests in 2001 for pupils at the age of seven confirmed the significant upward trend for pupils of this age, with overall results in reading and writing now being broadly in line with the national average, and results in mathematics above the national average. The results indicate significant improvement on the levels at which pupils enter the school, as do the standards currently being achieved. By the end of the Foundation Stage, the children's levels of attainment are below average overall, particularly in language, but all children make very good progress to achieve that level. Evidence from this inspection confirms that, in spite of the good progress made, standards in English, mathematics and science are below the national average for the oldest pupils now in the school. This reflects the large number of pupils with special educational needs in this year group. Overall trends for pupils of this age are still upwards. Standards in information and communication technology and religious education are also below the level expected at this age, but the standards being achieved in all subjects indicate significant progress when compared with the levels at which pupils entered the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils show good attitudes in all aspects of school life and are usually eager to please.
Behaviour, in and out of classrooms	Most pupils behave well in the classroom and around the school and compliments are received about their behaviour on trips.
Personal development and relationships	The pupils' personal development is good, and they generally relate well to adults and other pupils throughout the school.
Attendance	Attendance is still very low and a few parents do not get their children to school punctually.

The quality of relationships, the personal development of the pupils and their attitudes to all areas of school are particular strengths.

TEACHING AND LEARNING

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

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

The quality of teaching in all subjects, including English and mathematics, is good overall. The skills of literacy and numeracy are taught well. Good provision is made in each of the classes for the needs of all pupils, including those with special educational needs and the higher attainers. The teachers' classroom management is generally good and all teachers know their pupils well. They have good subject knowledge and often have high expectations. They teach basic skills well and provide a good range of interesting and often stimulating learning activities. Most pupils respond well to the experiences offered. They are enthusiastic about school and most are keen to do well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad, balanced and relevant, and the school provides a wide range of opportunities to enrich the pupils' learning through visits and extra-curricular activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good, their needs are identified and met, they are fully involved in the life of the school and their progress matches that of the other pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural	The school makes good provision for the pupils' personal development. Provision for their social development is very good and they are encouraged throughout the school to be sensitive to other people's views

development	and to care for each other.
How well the school cares for its pupils	The school cares well for its pupils. Its arrangements for the identification and monitoring of the progress made by pupils in all aspects of their learning and development are good overall, but risk assessments need to be completed and its written policy for child protection needs to be up-dated.

Parents believe the school is doing a very good job in encouraging their children to do well and to develop well personally and socially, and that they are well informed about the work their children are doing and the progress they are making. The school offers a broad and stimulating range of learning experiences for all pupils, within and beyond the school, in spite of the overall condition of its buildings. All pupils are known well and are well cared for. Throughout the school they are valued and treated with respect and their response shows this.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and is supported very well by the deputy headteacher and other senior staff. There is room for further development in the role of the curriculum co-ordinators in monitoring and evaluating provision for their areas of responsibility.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and are committed to its continuing development. They are well acquainted with the needs of the school.
The school's evaluation of its performance	The headteacher, governors and staff review many aspects of the school's performance and look for ways to improve.
The strategic use of resources	All resources are used efficiently for the benefit of the pupils in the school. In spite of the nature of the accommodation, the staff make good use of all the space available and work hard to make it a pleasant environment for learning, ensuring pupils make good progress.

The school has a very clear educational direction and, under the leadership of the headteacher, is providing a good quality of education. It has identified appropriate priorities for development and governors and all staff are closely involved in the planning process. The school is aware of the need to ensure best value in the deployment of resources. It ensures the full educational inclusion of all pupils. The school is adequately staffed, although it has difficulty in recruiting teachers. The teachers are very well supported by the classroom assistants and other helpers and all adults working in the school make an important contribution to the quality of pupils' experiences. The school has an appropriate range of educational resources for most subjects. Its suite of buildings provides plenty of space, which is used well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> The school encourages parents to play an active part in its life, handles complaints well and is approachable. The school gives a clear understanding of what is taught and parents are well informed about their children's progress. Their children enjoy going to school and are able to achieve a good standard of work. The school encourages the children to get 	<p>A few parents indicated concern about:</p> <ul style="list-style-type: none"> Provision for extra-curricular activities.

involved in more than just their daily lessons and almost all parents are satisfied with the homework given.	
--	--

- The school's values and attitudes have a positive effect on their children and it achieves high standards of behaviour.

Parents have a high opinion of the school and the opportunities it provides for their children. The inspection team agrees with this positive view. It believes that the pupils experience a wide range of opportunities beyond the classroom.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children enter the school at the age of three, their standards of attainment are generally very low, particularly in their language skills. By the time they enter the reception class, almost all have had experience of nursery education, usually in the school's own nursery. They have a very positive time in the nursery and the reception class, and make very good progress in this Foundation Stage of education. The children learn to work and play well together in a variety of situations and become increasingly confident in their relationships with each other and with their teachers. Present indications are that by the time children in the reception class are ready to enter Year 1, most will still be below the levels expected nationally in most subjects, and in their language skills will be well below that level, but all will have made significant progress to achieve the levels they do.
2. Pupils of all attainment levels, including those who have special educational needs and the higher attainers, continue to make good, and often very good, progress as they go through the other stages of their primary education. The school's results in all elements of the National Curriculum tests and assessments by the time pupils are seven and 11 have shown marked improvement since the time of the last inspection. When compared with national figures, the overall standards attained by pupils at the age of seven in 2001 were in line with the national average in reading and writing, and were above average in mathematics. The results make even more impressive reading when they are compared with standards achieved in schools of broadly similar intake, since reading and mathematics are then well above average, and writing is above average. In mathematics, all pupils achieved the national average of Level 2, which is a remarkable result. The proportion of pupils gaining the higher grade of Level 3 was above the national average in reading and in line with the average in writing and mathematics. The overall trend, which had started before and has continued since the last inspection, is firmly upward in each of these core subjects. Although there have been variations in different years, there is no significant difference overall in the performance of girls and boys.
3. In the 2001 tests for pupils aged 11, overall results in mathematics and science were in line with the national average, but in English were well below average. This showed significant improvement in each of the subjects on results for the previous year and confirmed the clear upward trend in mathematics and science over recent years. In English, the proportion of pupils attaining or surpassing the national average of Level 4 increased when compared with the results of the previous year, but the English figures have not kept pace with those of the other subjects. The proportion of pupils attaining Level 5 was in line with the national average in science, below average in mathematics and well below average in English. When compared with the results achieved in schools of broadly similar intake, overall results for mathematics and science were above average, but results in English were still well below average. There has been no significant difference between boys and girls in the results over recent years. The school has undertaken a careful analysis of the reasons for the comparative under-performance in English, identifying contributory factors such as pupil mobility and the very low levels of language evident when children come to the school, and is working hard to counter them.

4. Inspection findings indicate that the attainment of pupils in Year 2 in mathematics and science is broadly in line with the national average and in English is below that level. The present group of Year 6 pupils includes a larger number of pupils with special educational needs than in the previous year. These pupils are making good progress to gain the levels they are at, but their results are likely to inhibit the school's overall results in tests at the end of the year. Levels of attainment for pupils of this age are currently below average in English, mathematics and science. However, this indicates some improvement in English, where results were previously well below the national average. This improvement is being seen largely because of the progress being made through the school's involvement in a teaching and learning project that is encouraging the particular development of pupils' speaking and listening skills through guided work in pairs. The confidence they gain from this is encouraging the further development of pupils' skills in other aspects of English and in their other subjects. The use of other strategies, such as extra support for literacy development in various year groups, booster classes for pupils in Year 6, the identification of specific targets and the careful tracking of pupils' progress, are all helping to raise standards. The pupils' overall standards of literacy are below average, but there are clear indications of improvement throughout the school. In mathematics, the pupils become increasingly confident in handling numbers as they go through the school and make useful gains in other skills, such as mental mathematics. Their standards of numeracy are below average overall, although for pupils who will be seven this year they are in line with expectation. In science, pupils show sound knowledge of most aspects of the subject and their understanding of scientific method is now developing satisfactorily.
5. Standards of attainment in information and communication technology (ICT) are presently below national expectations by the end of both key stages, but are showing clear indications of improvement, particularly as pupils develop their skills with the aid of the new ICT facilities. In religious education, the pupils are achieving standards that are in line with the expectations of the locally agreed syllabus by the time they are seven, but below that level at present by the time they leave the school because of limited progress in previous years. In design and technology, they are also in line with expectations for younger pupils and below that level for the older ones. Standards in art are below the level expected in both key stages. In geography, history, music and physical education, standards are broadly in line with the level expected for both age groups.
6. Since the levels at which pupils enter the school are so low, it is clear that they make good, and sometimes very good, progress to achieve the standards they do. Pupils with special educational needs make good progress in relation to the targets set for them. They are provided with good levels of support from their teachers and the classroom support assistants, their targets are regularly evaluated and reviewed and new targets are set appropriately to aid progress when required. The potentially higher attaining pupils are also being challenged to do well in both key stages and several benefit from their involvement with a programme for gifted and talented pupils that is sponsored by the Education Action Zone.
7. The school is doing well in reaching and sometimes exceeding its targets, but the 2001 English results failed to do so. However, the clear trend in attainment at all stages in the school and in most subjects is now upward and there has been significant improvement overall since the last inspection.

Pupils' attitudes, values and personal development

8. The pupils' attitudes to school are good and all of the parents responding to the questionnaire indicated that their children like school. Almost all arrive early, although a small number of parents fail regularly to get their children to school on time. Lessons start promptly and most pupils show high levels of enthusiasm in what they are doing. In conversation, they confirm that they have a high regard for the school, one Year 5 boy describing it as 'brilliant'. Most are keen to do well and show good levels of motivation in all aspects of school life. Children in the Foundation Stage settle quickly and happily into daily routines and are secure in the stimulating atmosphere created for them. They show excellent attitudes and behaviour and, therefore, learn well and make very good progress.

9. The behaviour of pupils throughout the school is satisfactory overall. Most behave well and respond positively to the consistent application of the school's behaviour policy, which is constantly revised and updated. The challenging behaviour shown by a few pupils is usually managed well, although there are occasions when it is not dealt with appropriately and interferes with the learning of the rest of the class. At break and lunchtime, the school has provided a number of outdoor games to occupy pupils in positive play and this has also helped to raise standards of behaviour at these times. Pupils with special educational needs pay close attention to adults and they persevere with their tasks. They are generally well behaved, get on well with other pupils and contribute well to group activities. Pupils are particularly well behaved in the dining room and they enjoy the good quality lunches provided. Several pupils were excluded during the previous school year, but there have been no exclusions so far this term, which is a significant improvement. The school is regularly complimented on the pupils' behaviour while on visits.
10. Although there are occasional instances of bullying, when incidents occur they are dealt with quickly and effectively. Several approaches have been adopted to help pupils to appreciate the need to respect each other. In assemblies, for instance, they are given the opportunity to explore issues that make them reflect on how their actions affect others. Within each class, they are given the opportunity to draw up their own rules and they have also been involved in a questionnaire about bullying. This issue is well managed and staff throughout the school provide good role models for the pupils.
11. The range of opportunities for pupils to develop initiative and responsibility is satisfactory. Children in the nursery and the reception class, for instance, are encouraged to be independent from an early age in matters such as looking after resources or going to the toilet and they respond very well to this. At playtime, both the infant and junior pupils collect the playground games. Pupils from all classes help with the smooth running of the schools' communication system, which, given the number of buildings on the site, is particularly important. Pupils also look after the library, organise furniture or arrange equipment for assembly. Although some good examples were seen of work completed as a result of independent study, there are insufficient opportunities at present for pupils to show initiative in their learning.
12. Relationships throughout the school are good. All staff, teaching and non-teaching, know the pupils well and are well liked by the pupils. The paired work programme, introduced through the teaching and learning project, is proving very successful in helping to develop the pupils' confidence and the quality of relationships between pupils as they share ideas and talk together in a very focused way about their work. As one pupil commented, 'You get a different point of view.'
13. The school has worked hard to improve rates of attendance, but they are adversely affected by the number of holidays taken by parents during term time and by a small core of pupils who are regularly absent. The school does what it can to make up for the disruption in learning caused by such absence, but the progress of individual pupils is inevitably hampered. In the last school year, attendance overall was very low when compared with schools nationally. The amount of unauthorised absence has been reduced, but overall attendance at 92 per cent for the current term remains unsatisfactory. Were it not for the two issues identified, which the school continues to address through dialogue with parents and the educational social worker, the rate of attendance would be closer to the national average.

HOW WELL ARE PUPILS TAUGHT?

14. The overall quality of teaching and learning is good. Of the lessons observed during the inspection, 30 per cent were very good or excellent, 35 per cent were good and all but four per cent were at least satisfactory. In the core areas of English, mathematics and science throughout the school, the teaching is good overall. In most other subjects, there are examples of very good teaching and overall standards are good. In the Foundation Stage, the standard of teaching is consistently very good and the teaching and support team work well together, providing learning opportunities that are of high quality for all pupils. Teachers throughout the school bring particular strengths to their work and the pupils participate in an interesting and varied range of experiences as they go through

the school. There has been continued improvement in the quality of teaching and learning since the previous inspection. This improvement is evident throughout the school, and particularly for younger pupils, with a higher proportion of lessons now judged to be good or better.

15. The quality of planning for subjects is always very good, and takes account of the range of capabilities in each class, ensuring that pupils of all attainment levels progress well. The standard of planning is at the heart of the quality of the teaching, because all the teachers know what they want the pupils to learn. They have high expectations, and communicate these clearly to the pupils. For most of the time, the teachers have the skills, classroom organisation and management to deliver lessons that motivate and engage pupils and enable them to work hard. On only a few occasions does the control of potentially difficult pupils become a significant issue, resulting in a very small proportion of unsatisfactory lessons. The teachers understand how children learn, and teach effectively in steps that pupils can manage, so that the pupils acquire the required skills and knowledge and their interest is retained. The teachers encourage the pupils to do well, providing constant praise for their efforts, and all adults work well with the pupils, monitoring their progress well during lessons.
16. Teachers throughout the school show good knowledge and understanding of most subjects. Their subject knowledge in English, mathematics, science and in the Foundation Stage is particularly good, ensuring quality experiences for all pupils. Some teachers lack confidence in teaching aspects of information and communication technology and religious education. Teaching in the areas of using and applying mathematics and mental work is strong. In science, the use of investigative and experimental work is strong, as is the emphasis on the development of the necessary vocabulary. In English, the teaching of the basic skills of grammar, punctuation and spelling is a strength, as is the work currently being done to develop the pupils' speaking and listening skills. In each of these subjects, the teachers develop the basic skills very well and encourage the learning of the language pupils need for the subject. The emphasis on pupils' discussing and working in pairs, begun in English and mathematics, is now developing in other subjects and is having a very positive impact on teaching and learning in all classes. The older pupils in the school, who have worked in this way for a longer period, have benefited particularly from this approach. The literacy and numeracy strategies have been introduced well.
17. Learning in the Foundation Stage is organised very well and all adults in the staff team are used well to teach the skills needed. The pace of learning throughout the day is impressive; all of the adults understand how young children learn and provide a wealth of interesting and challenging activities for them.
18. As a staff team, the teachers share much subject expertise and experience. The teachers are clear in their planning about the specific learning that is intended and they share this with the pupils and review progress at the end of lessons. In almost all lessons, the teachers' organisation is very good and they engage the pupils' interest fully, usually providing high expectations for work and behaviour. The teachers provide clear explanations of the tasks required of the pupils, which usually take good account of the needs of individuals, so that pupils of all levels of attainment levels, including those with special educational needs and the higher attainers, are challenged well by the work provided. Teachers involve all pupils in all aspects of the work. Planning takes the needs of all into account and materials used reflect gender, ethnicity and social background appropriately. There is an effective pace to most lessons and the teachers motivate the pupils well. They use a range of perceptive questioning skills and reinforce learning well when they review work with the pupils. They know and generally manage their pupils very well. The teachers work hard to ensure that pupils develop good working habits and the pupils respond well, which is evident in the quality of work and the standards of presentation. The pupils show attention to detail, complete their work carefully and try very hard, although they do not find the work easy. They are always keen to learn. By the time they leave the school, all are developing an understanding of what they are learning and many talk about it in a mature way.
19. In the best lessons, such as several in the Foundation Stage, some literacy, numeracy and science lessons, and lessons in other subjects, pupils are challenged to put maximum effort into their work. Very good subject knowledge is evident, there is a brisk pace and learning is

questioned, stimulated and checked, using a wide variety of planned strategies. Language is reinforced carefully and the teaching of skills is of high quality. The teachers know when to intervene and their questioning is particularly effective in clarifying learning for the pupils and in assessing what is necessary for them to learn further. The teachers' high expectations, both for standards and behaviour, ensure complete attention and are reflected in the pupils' attitudes. The pupils' responses are handled very well. In the two excellent lessons, one in literacy in Year 6 and one in the Foundation Stage developing physical skills, there was an impressive precision to the teaching, the positive impact of the role models in both lessons was an important factor and the support of individuals and the checking of their understanding were crucial. In the very small percentage of unsatisfactory teaching, the challenging behaviour of a few pupils was not always dealt with appropriately, with too much time spent on control and a consequent loss of pace in the lesson.

20. Throughout the school, a good range of approaches to classroom organisation is used. Class and group work, some in pairs, are predominant, but individual working is also effective. The opportunities provided for working in pairs improve pupils' confidence and motivation and also raise standards and improve progress. The pupils repeat with pride, 'Two heads are better than one.' Work is marked regularly, usually with the pupil, and marking sometimes indicates how improvement can be made. From their entry to the nursery, the children are guided and encouraged to show independence in their learning. They work with a partner or in a group and respond well to opportunities to organise resources for their work.
21. The teaching provided for pupils with special educational needs is good and ensures that pupils have work that is well matched to their needs and that they make good progress. They pay close attention to adults, making good progress in relation to the targets set for them and persevering with their tasks. Individual education plans are of good quality and have clear targets, which are shared with pupils and reviewed each term, and regularly with parents. The teachers and classroom assistants have a clear understanding of the needs of the pupils. They work closely together and arrange a suitable range of activities and work. Positive relationships are established and constant help and support are provided. Teaching is well focused on improving literacy and numeracy skills. Sometimes, there is a need for more support on an individual basis in some classes. The support provided for the pupils with statements of special educational need is very effective and ensures their continued progress.
22. The school stresses the importance of involving parents in their children's work and this is understood from the Foundation Stage onwards, where parents know what is happening because they read the message board when they enter the nursery, and so help children to learn their sounds and bring items into school. Homework is set regularly and parents are satisfied with the provision. All pupils take home reading books on a regular basis and many parents share books with their children. All have spellings and mathematical tables to learn. Pupils are also given other work to do in English and mathematics, and other tasks linked with their work in other subjects. They receive appropriate feedback and teachers keep careful records of homework completed; this has a positive impact on the pupils' motivation. A homework club is run in the school and some older pupils find this useful.

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

23. The quality and range of opportunities for learning provided by the school are very good for children at the Foundation Stage, and good for pupils in Years 1 to 2 and in Years 3 to 6. All statutory requirements are met.
24. The Foundation Stage curriculum provides a balanced introduction to the various areas of learning and a breadth of experience to encourage the children's individual development. It is lively and stimulating, and is based on the first-hand experiences of the children, wherever possible. The planning and assessment structures ensure that a wide range of high quality experiences leads to

effective progress for all pupils. The provision made for the differing abilities of children is very good and the Foundation team use the resources and accommodation very well.

25. The curriculum in Years 1 to 2 and Years 3 to 6 shows good breadth and balance, and very suitable provision is made for most subjects. There is no formal policy to ensure progression in the pupils' speaking and listening skills. At present, there are some shortcomings in the provision for information and communication technology. For instance, opportunities for older pupils to monitor external events, through the use of sensing equipment, are limited. There has been a lack of depth in the coverage of some aspects of work in religious education, especially in Years 3 to 6. Although ICT is not yet used in all other subjects of the curriculum, it is beginning to be used regularly in the core subjects of English, mathematics and science, as well as more occasionally in subjects such as music. The length of the school day and the time allocations for individual subjects are both satisfactory.
26. Appropriate and suitable policies and schemes of work are in place for all subjects. They now contain detailed and extensive information to ensure full coverage of all subjects. The schemes ensure the progressive development of most subjects through the school, although provision for ICT and religious education is still developing. The school has adopted the National Literacy and Numeracy Strategies successfully. Numeracy has been implemented effectively, with an appropriate use of mental activities in lessons and the frequent use of mathematics in other subjects of the curriculum, such as science and geography. In literacy, suitable opportunities are provided for pupils to develop their reading and writing skills, both in English itself and across the range of curriculum subjects, such as in history, geography and religious education. The provision of many opportunities for pupils to work in pairs and small groups is enhancing their speaking and listening skills successfully.
27. The teachers produce an extensive range of good quality curriculum planning that helps to ensure the steady development of pupils' knowledge and skills as they move through the school. Planning also makes suitable allowance for the various needs of pupils, especially those with special educational needs. Where pupils of the same age are in different classes, sometimes in mixed-age classes, teachers are very careful to ensure that they have access to the same work and learning experiences. The school makes good provision for pupils to have equal access to the whole curriculum, with the staff making sure that pupils are involved in a full range of activities. In making suitable efforts to include pupils in all appropriate activities, the school allows them to achieve as much as they can. Satisfactory provision is made for pupils' personal, social and health education, with aspects of sex education and drugs education being covered fully within the sessions provided by the school nurse. Other aspects of healthy living, such as the contents of a healthy diet, are considered carefully in science.
28. The provision for pupils with special educational needs is good. Clear procedures are in place and they follow closely the Code of Practice on the identification and assessment of pupils. Individual education plans are provided for pupils who are at Stage 1 and beyond on the school's special needs register and these are of good quality. They are reviewed each term. Care is taken to ensure that the work provided for pupils is closely suited to their needs. Pupils at Stage 5 on the special needs register are provided with very suitable support, in line with the requirements of their statements. Their statements are reviewed annually. All pupils are involved in the full range of school activities.
29. The school provides a good range of extra-curricular activities, largely for older pupils. Netball, football, cross-country, choir, circus and homework clubs are on offer, and many pupils attend the popular breakfast club. The school welcomes many visitors, including the police, fire officers, nursing staff, poets and members of local sporting clubs, as well as drama and music groups. A wide range of educational visits is arranged to places such as Eyam, Woolaton Park and a science museum. Pupils also undertake residential visits to Walesby, Kingswood and Lea Green. These activities make a significant contribution to both the pupils' personal and social development and their learning.

30. The school has very good links with the local community. The school is very much part of that community and, for example, it regularly makes use of the area around the school in subjects such as history and geography. Links have been forged with a number of local businesses, which have supported the school's provision in, for instance, English, science, ICT and physical education. Local residents are often invited to events in the school and the school choir regularly performs at venues in the area. Very good links have been established with other schools. The school has close musical and sporting ties with the local primary schools, especially those within the Education Action Zone. Links with the neighbouring comprehensive school are also well developed, with, for instance, curriculum areas and behaviour strategies discussed regularly by staff from both schools. These close ties help pupils particularly when they change schools at the age of 11.
31. The school makes very good provision for the pupils' social development, good provision for their spiritual and moral development and satisfactory provision for their cultural development. The provision for both spiritual and social development has improved since the previous inspection. Overall, provision is good.
32. The school makes good provision for pupils' spiritual development. Assemblies are well planned and are delivered thoughtfully, with pupils often being invited to add their contributions. Pupils are encouraged to respect and value others, and in particular they are reminded of the need to share and to tell the truth. Moments of quietness are provided for pupils to reflect on what they have heard and to consider how they should respond themselves. Opportunities are also planned for pupils' spiritual development in other subjects of the curriculum. Interesting and thought provoking activities are often provided in subjects such as English and science, as well as in many of the activities in the Foundation Stage.
33. Provision for moral development is good. The headteacher and staff, as well as providing good role models themselves, remind pupils regularly of the correct forms of behaviour and give reasons for them. Rules of conduct are drawn up by the pupils and displayed clearly in classrooms and around the school. Expectations are high and pupils are regularly praised and rewarded for maintaining the good standards. They are encouraged to develop a clear understanding of right and wrong, and to treat staff, visitors and other pupils with courtesy and respect.
34. The school makes very good provision for the pupils' social development. From the time they start school, pupils are encouraged to form good relationships with each other, their teachers and other adults. As they move through the school, they are encouraged to work well together, to take turns and to share, as when taking part in investigative work in science or in working together on apparatus in physical education. The provision made in the school for pupils to undertake activities in pairs, especially in English and mathematics, is having a very significant effect on the development of pupils' social skills. Good opportunities are provided for pupils to take on responsibilities within their classrooms and they carry them out with care. Older pupils in both key stages carry out their tasks, such as arranging the music for assemblies, with great efficiency. The social development of all pupils is further enhanced by the quality of the school's community links and their involvement in extra-curricular activities.
35. Provision for pupils' cultural development is satisfactory. They are taught about aspects of British culture in subjects such as English, history and art and design. Some emphasis is laid on their knowledge and understanding of other cultures during assemblies and during lessons in subjects such as art, geography, music and religious education. There are displays of religious artefacts around the school, the library has a range of books on other religions and the pupils are made aware of events such as the Hindu festival of Diwali, but at present opportunities for making pupils aware of the multi-cultural society in which they live are generally limited, except in the Foundation Stage. The curriculum promotes awareness of equal opportunities issues. Visitors to the school have included a group demonstrating Asian dance. Religious education lessons promote respect for the opinions and beliefs of other faiths. These issues are also discussed in assemblies. The school is aware that more needs to be done and further staff training has been arranged.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

36. Overall, arrangements for the care of pupils are good, although two specific aspects of this have not received sufficient attention. Although the inspection team is assured that staff awareness of issues related to child protection is good, and the headteacher, as the named person, has received appropriate training and is well versed in the necessary procedures, knowledge of his role amongst staff is not always clear. The school's child protection policy is out-of-date and a new one should be drafted and disseminated to all staff as a matter of urgency. Similarly, the school adopts the local education authority's health and safety policy, and receives regular updates and guidance, but the required risk assessments have not been documented to indicate their completion on a regular basis, and this is unsatisfactory. The school is very well served by a caretaker who is well aware of health and safety issues and who has also spent much time improving the internal condition of the buildings. Together with his cleaning staff, they keep the premises in good condition.
37. At the time of the last inspection, the raising of the level of attendance was identified as a key issue. It continues to be one, in spite of the good work that has been done. Procedures for monitoring and improving attendance are now good. There is an attendance policy that sets out clearly roles, responsibilities and procedures for monitoring. Since the last inspection, the headteacher has carried out a detailed analysis of absences to get a clearer picture of where the problems lie. The results indicate that, but for holidays taken during term time and three pupils who are persistent non-attenders, the overall level of attendance would be 95 per cent, in line with the national average. Tackling the issue of non-attenders has been hindered by the loss of the school's home-school liaison tutor and limited other support. The recent appointment of a new educational social worker is expected to provide more frequent contact and bring improvement in dealing with pupils who are referred.
38. Procedures for monitoring and promoting good behaviour are also good. The school's behaviour policy emphasises the promotion of positive behaviour. Since the arrival of a new deputy headteacher two years ago, a range of strategies has been introduced to improve behaviour, including the introduction of a school uniform and of better record keeping. All members of staff now have a book in which all incidents of unacceptable behaviour are recorded. These books are checked on a weekly basis and those pupils who appear regularly are, in the first instance, seen by the deputy headteacher. If the poor behaviour continues, sanctions are applied and, if they fail to work, parents are consulted. Records are maintained at all stages and exclusion is used as a last resort. The consistency with which these procedures are applied has resulted in a dramatic improvement in behaviour.
39. The way in which the school monitors and eliminates oppressive behaviour is also good. As part of the remit to improve behaviour, procedures specific to bullying were also introduced. This began with a training programme for all the lunchtime supervisors on dealing with bullying and with talks during assemblies. Pupils and parents were then asked to complete a questionnaire on bullying and this was followed by a workshop for parents. At every stage, parents have been kept up-to-date with progress through a newsletter. As a result of this work, the school has been awarded a Kite Mark by the local education authority for its management of bullying.
40. Procedures for assessing pupils' attainment and progress are good overall, particularly in the core subjects of English, mathematics and science. The optional standard assessment tests are used and provide valuable further information to complement that available from the National Curriculum tests and assessments undertaken at the end of both key stages. Pupils' progress is monitored carefully and the information is used to set appropriate targets, which are then used well to ensure continued progress. Discussion with a number of pupils in Year 6 reveals that they know what they must do to achieve their targets. The arrangements for assessment in other subjects vary considerably and most co-ordinators have identified the need for further development in this area to ensure a consistent picture of the progress pupils are making. Portfolios of levelled work to help co-ordinators focus more closely on standards have not yet been established in the core subjects.
41. The teachers use assessment information well to plan future work. The school is adapting the National Literacy and Numeracy Strategies and nationally-formulated schemes of work well to its particular situation. These help to ensure that procedures for monitoring and supporting pupils'

academic progress are good. Record keeping is systematic and follows whole-school procedures. Pupils' work is marked regularly, often with positive comments, but not always in ways that relate to a lesson's learning objectives or to indicate how further progress can be made. However, all teachers know their pupils well and much feedback about progress is provided in the course of lessons. Pupils with special educational needs are assessed regularly and a wide variety of information is recorded to help identify their current attainment. The information gained is also used effectively to provide suitable new work in line with their individual education plans.

42. Procedures for monitoring and supporting pupils' personal development are satisfactory. Most of the monitoring is done informally by class teachers because of their knowledge of the pupils. Contact at the start and end of the day provides an opportunity to pass on information to parents about their child's development. The end-of-year school reports also contain a comment about attitudes and behaviour.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Although only a comparatively small number of parents responded to the pre-inspection questionnaire or attended the meeting with the registered inspector, the responses received indicate that parents have a high opinion of the school and the opportunities it provides for their children. They raised only one area of concern, the provision for extra-curricular activities, but the inspection deemed this to be unfounded. The aspects that please parents most are that the school encourages them to play an active part in its life, it handles complaints well and is approachable. They also feel that the school's values and attitudes have a positive effect on their children and that this results in a high standard of behaviour. Interviews with parents during the week of the inspection confirmed these views.
44. The links the school has with parents are good. Beginning with pre-school activities, there is a weekly mother and toddler group, during which there is a combination of structured activities in the hall and play in the nursery. Once children join the nursery, parents benefit from the information on display in the entrance hall, with its photographs of children working and notice boards giving ideas on ways in which they can help their children with learning activities at home. Parents are encouraged to come and work alongside their children at the beginning of each day in the nursery, reception and Year 1 and 2 classes, which they are doing increasingly.
45. When children transfer from nursery to reception, and then from infants to juniors, parents are invited to attend information sessions that provide details of the topics their children will be covering. They are also given the opportunity to raise any queries they may have. Allied to these are half-termly newsletters and class letters detailing, for instance, topics being studied and support activities being provided as older pupils prepare for national tests. The school is very open, welcoming parents into classes at the beginning and end of the day. This allows parents to talk informally with class teachers, further enhancing links between them.
46. The impact of parents on the work of the school is satisfactory and increasing, and has improved since the last inspection. Their views have been sought on a number of issues before new policies have been implemented. These include the transfer process and how it can be improved, the introduction of the school uniform, the anti-bullying project and the home-school agreement. On a practical level, a core group of about ten parents provide valuable help in school on a regular basis, mainly with younger pupils. They provide support primarily for reading. One parent also helps to referee football matches. There is a recently-formed parents' group, which organises social events such as a Christmas disco and fair and a summer fair. Funds raised have been used to purchase a camera in the nursery, curtains for a number of classrooms and equipment for break and lunchtime games.
47. The contribution of parents to children's learning at school and at home is satisfactory and increasing, and is having a positive effect on the progress pupils make. There is a home-school agreement, on which parents' views were sought before it was introduced, and a homework policy that is consistently applied. Approximately 20 parents attended the curriculum sessions to introduce the numeracy strategy and more than that for literacy. Parents have also been invited to

attend mathematics mornings to watch numeracy being taught, so that they are better able to support their children. The contribution made by the parents in the Foundation Stage and in Key Stage 1 is becoming good, in the way they work with their children in class each morning and as they begin to be much more involved in their children's reading, particularly in the Foundation Stage.

48. The quality of information provided for parents, particularly about their children's progress, is good and is valued by parents. There are now three parents' evenings a year, which are supported well. The close links created at the beginning and end of the day mean that much of what is discussed is already known, but parents value these more formal meetings. Reports to parents on their children's progress are good. They cover all subjects, providing a description of what has been covered and an indication of what each pupil knows, understands and can do. Pupils comment on what they like best about their education and how they feel they can improve. There is also a space for parents to comment. The information provided by the school in its prospectus is good, as is that in the governors' annual report to parents. Both meet statutory requirements.
49. Parents of pupils with special educational needs are kept well informed of the reviews of their children's individual education plans, so that they are fully aware of the provision being made for them. Parents of pupils with statements attend the annual review meeting.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The school is well managed and knows where it is going. The headteacher provides very good leadership and is very well supported by the deputy headteacher and senior management team. Areas for development in management identified in the last report have been dealt with well and the school now has in place systems and personnel that will help it to continue to progress. All staff, teaching and non-teaching, are firmly committed to the continued improvement of the school and the quality of education it provides. All of the co-ordinators have clear ideas about the continuing development of their subject or other area of responsibility and support their colleagues well. They have a clear role in the school's planning and decision-making processes, and their role has clearly developed since the last inspection. They and the headteacher undertake useful monitoring of teachers' planning. Teaching is monitored regularly, although only a few co-ordinators have had the opportunity to do this so far for their subjects. The headteacher and other senior staff monitor the school's performance against national and other statistics in considerable detail.
51. The staff are supported well by the members of the governing body, who share their thorough commitment to the continuing development of the school, to good effect. At the time of the inspection, some governors were new to their responsibilities and there are currently several vacancies where nominations have not been made by other bodies. The chair of governors is very experienced, knows the school in detail and provides very effective support for the headteacher. Most governors have regular contact with the life of the school, some on a daily basis. They are generally well informed about the standards being achieved by the school and the progress being made by pupils. The governing body discharges its duties through a system of committees, which works well, and all meetings are properly recorded. Responsibility for monitoring and supporting the provision for literacy and numeracy has been allocated appropriately to individual governors, who provide a useful link with developments in these areas. No governors at present have responsibility for monitoring provision for pupils with special educational needs or for information and communication technology. Statutory requirements for the National Curriculum, the locally agreed syllabus for religious education and other aspects of school life are met.
52. The quality of financial planning is good. The school manages its budget efficiently and spending is related clearly to the raising of educational standards. Careful records of expenditure are maintained. It is some years since an audit was undertaken by the local education authority to confirm that all the necessary procedures are in place. The governors and headteacher monitor the school's financial position carefully and are well supported by the school secretary. They are aware of the need to ensure best value and to evaluate the cost-effectiveness of spending decisions. All specific grants given to the school are identified appropriately and very good use is made of the various elements of special funding the school has attracted, such as that received by way of the Education Action Zone.
53. The school development plan is a practical document which is focused appropriately on the raising of standards. It provides reasonable detail about the priorities agreed. Most items are costed, although this is sometimes done retrospectively, and the success criteria identified are usually sufficiently specific. It is proving effective in helping the school towards meeting its targets. The plan deals in detail with the present year and also includes outline plans for subsequent years. Responsibility for the approval of the plan lies clearly with the governing body, and governors and staff are involved well in its formation, the monitoring of its progress and its subsequent evaluation.
54. The management by the special educational needs co-ordinator of the provision for pupils with special educational needs is good. Pupils are identified through a variety of procedures and placed on the special needs register. Pupils at Stage 1 and beyond are provided with individual education plans which set clear targets for improvement. These plans are reviewed each term, with new targets being set if appropriate. The special needs co-ordinator keeps extensive records and the progress made by the pupils is checked carefully. At present, there is no governor appointed to monitor the school's provision for pupils with special educational needs. The school has effective policies to ensure the same breadth and quality of opportunity for all pupils and ensures a good level of educational inclusion for all. It has good strategies for dealing with prejudice or

misunderstanding, including the raising of issues in assembly and the careful monitoring of pupils' behaviour.

55. The school makes efficient use of the resources available to it. It has sufficient suitably qualified teachers to teach the subjects of the National Curriculum and religious education effectively, and to meet the needs of all pupils. The teachers have a good balance of expertise and experience, and good use is made of visiting specialists in music and physical education. The school has had difficulty in recruiting teachers and was unable to make a recent appointment. The qualifications and experience of the support staff are very well matched to the demands of the curriculum. The partnership between teachers and classroom support staff is having a positive impact on the learning of pupils and is contributing to the continuing improvement in standards. The administration of the school runs smoothly and unobtrusively and all the adults involved in the life of the school work very well together as a supportive team for the pupils. This is typified by the role of the kitchen staff and others, who run the newly-established breakfast club, which creates a pleasant start to the day for the pupils and adults who attend. Correspondence is dealt with promptly, although the school finds it frustrating to have to supply very similar information to various bodies at different times. Systems and practices are effective in ensuring that the school's day-to-day life is well-ordered, providing a calm and pleasant atmosphere in which pupils can learn. Relationships between the staff and the pupils are very good.
56. The school has good arrangements for meeting the professional development needs of all staff and has recently gained recognition for these arrangements through Investors in People. The training undertaken is clearly focused on supporting the priorities of the school development plan and improving the quality of teaching and provision. For example, the school has made effective use of training opportunities to prepare staff for the national initiatives in literacy and numeracy, providing the foundation upon which standards in these areas have improved significantly. Current involvement with the teaching and learning project, sponsored by the Education Action Zone, is also having a significant effect on the raising of standards. There are good arrangements for the induction of new staff, newly-qualified teachers are well supported and the scheme for performance management is in place.
57. Overall, the provision of learning resources for most subjects is satisfactory, except for religious education. The nursery and reception class are generally well resourced. The provision of the new ICT suite and the availability of a computer in each class have meant that provision of ICT hardware is much improved and will be good when further computers are received next term. The completion of staff training and the wider use of the software resources available is planned to make this provision more effective. The school has an action plan to improve library provision and has taken external advice, which has led, for instance, to the removal of much worn or outdated material. The quality and quantity of books stocked is currently inadequate and the siting of the library areas also makes it difficult for this facility to provide the necessary support for the curriculum and, for example, to enable pupils to develop their research skills. Very good use is made of visits and of visitors, and of the school's immediate environment, to extend the pupils' learning and enrich their experience. Resources to support the work with pupils with special needs are satisfactory and good use is made of external agencies.
58. The school has ample space for the delivery of the National Curriculum and religious education. Overcoming identified deficiencies in accommodation was a key issue at the time of the last inspection and good progress has been made in several areas. The interior of the buildings is much improved, mainly through self-help projects, in which the site manager and his assistant have played a leading role. The outside play area for the nursery has been upgraded and a suitable surface provided. The halls provide sufficient space for physical education and other activities. The school field is now in full use and is protected by secure fencing. There are specialist rooms for art and design, community activities and information and communication technology. The split site means that some lesson time is lost as older pupils cross the road to the ICT suite, but this is kept to a minimum. However, the buildings are in poor condition externally and present an unattractive appearance and the toilets need refurbishing. The recent replacement of some classroom windows has shown what a positive effect such improvements can have.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order for the school to continue to improve, the governors, headteacher and staff should:

- i. Raise standards in English by:
 - a) extending the strategies for improving speaking and listening skills to all subject areas in order to encourage the pupils' use of a better general and specific vocabulary in their responses at all times;
 - b) ensuring that pupils apply across the curriculum what they learn in spelling and handwriting lessons;
 - c) developing the library to encourage pupils to read more and to improve research and other library skills;
 - d) widening the range of reading books available throughout the school;
 - e) ensuring that there are planned opportunities for pupils to make more written responses in all subject areas;
 - f) developing the further use of computers as an aid to writing and research skills (see paragraphs 3, 4, 16, 73-78, 104, 106).
- ii. Raise standards in information and communication technology, art and design, design and technology and religious education, and other subjects by:
 - a) providing training in ICT and in religious education to improve staff confidence and knowledge;
 - b) ensuring that the opportunities for the use of information and communication technology in all subjects are used fully;
 - c) providing opportunities for co-ordinators to monitor classroom practice and pupils' work in all subjects; and
 - d) ensuring that all subjects complete the development of appropriate systems for identifying and recording the progress individual pupils make (paragraphs 5, 16, 40, 50, 57, 84, 88, 89, 104, 106, 108-112, 116, 119, 125).
- iii. Continuing to work towards improving attendance by convincing parents of the value for their children of avoiding interruptions to their education (paragraphs 13, 37).

All of these items already feature in the school's plans.

Other issues which should be considered by the school for possible inclusion in the action plan:

- Ensuring that an up-to-date child protection policy is made known to all staff (paragraph 36).
- Ensuring that the required risk assessments are carried out and documented (paragraph 36).
- Continuing to negotiate with the local education authority to improve the external appearance and condition of the buildings (paragraph 58).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	71
Number of discussions with staff, governors, other adults and pupils	34

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	19	25	22	2	1	0
Percentage	3	27	35	31	3	1	0

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

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	20.5	225
Number of full-time pupils known to be eligible for free school meals	0	58

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	4
Number of pupils on the school's special educational needs register	8	101

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	27
Pupils who left the school other than at the usual time of leaving	38

Attendance

Authorised absence

	%
School data	8.7

Unauthorised absence

	%
School data	0.4

National comparative data	5.2
---------------------------	-----

National comparative data	0.5
---------------------------	-----

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	18	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	16	18
	Girls	15	16	17
	Total	31	32	35
Percentage of pupils at NC level 2 or above	School	89 (88)	91 (85)	100 (88)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	18	17
	Girls	15	16	16
	Total	31	34	33
Percentage of pupils at NC level 2 or above	School	89 (88)	97 (88)	94 (88)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	24	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	19	19
	Girls	10	10	12
	Total	23	29	31
Percentage of pupils at NC level 4 or above	School	58 (43)	73 (52)	78 (64)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	16	16
	Girls	8	10	11
	Total	21	26	27
Percentage of pupils at NC level 4 or above	School	53 (57)	65 (62)	68 (71)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	239
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	16	1
Other minority ethnic groups	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	10
Number of pupils per qualified teacher	22.6
Average class size	25.1

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	32.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	20
Total number of education support staff	1
Total aggregate hours worked per week	32.5
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Financial information

Financial year	2000/2001
----------------	-----------

	£
Total income	542555
Total expenditure	535628
Expenditure per pupil	1863
Balance brought forward from previous year	28025
Balance carried forward to next year	34952

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1

Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0
--	---

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	266
Number of questionnaires returned	25

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	24	0	0	0
My child is making good progress in school.	56	44	0	0	0
Behaviour in the school is good.	36	52	0	0	12
My child gets the right amount of work to do at home.	60	28	4	0	8
The teaching is good.	56	44	0	0	0
I am kept well informed about how my child is getting on.	52	40	8	0	0
I would feel comfortable about approaching the school with questions or a problem.	56	32	8	0	4
The school expects my child to work hard and achieve his or her best.	76	12	0	0	12
The school works closely with parents.	36	52	8	0	4
The school is well led and managed.	40	52	0	0	8
The school is helping my child become mature and responsible.	44	40	4	0	12
The school provides an interesting range of activities outside lessons.	28	48	8	4	12

Other issues raised by parents

Issues raised in discussion or through the questionnaire related to the questions above. The only area of significant concern noted from the responses of parents was about extra-curricular activities. The inspection team supports the very positive opinion of the school expressed by those parents who responded. It also believes that the pupils experience a wide range of opportunities beyond the classroom.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. Almost all children entering the reception class have experience of pre-school education. The important transition from home to school is made effectively, as is that from the nursery to the reception class. The school makes very good provision for children in a newly-developed Foundation unit containing the nursery and one reception class, each having one teacher and a full-time assistant. This is an excellent team and the quality of teaching and learning is very good overall, with no unsatisfactory teaching or learning, and much that is very good or excellent, to the obvious benefit of the children. There is a purposeful environment for learning for all children, including those with special educational needs and the higher attaining pupils, because of the many challenging opportunities in both classes and the commitment shown by the staff teams. They organise learning very well, recognising the need to equip the children with communication, language and literacy skills in order to develop other learning. Very good teaching of skills takes place in large and small groups and the pace of learning is impressive, but allows time for reflection. Within a very positive atmosphere, there is clear enjoyment and enthusiasm in both teaching and learning. A wide range of stimulating, first-hand experiences is used. Relationships between children and adults are excellent and the attitudes of the children are very good. At their very first contact with the school, the parents understand that their support in their children's learning is appreciated and this begins a positive partnership. A few parents come in to help in school and all come in from time to time in the nursery. The teachers' planning is thorough, detailed and of very high quality, with an emphasis on the progressive development of skills and concepts, using named apparatus within each area of learning. The staff assess closely what the children learn and the monitoring of their progress is a key to the substantial, although slow, progress made. The co-ordination of this stage is very good and the accommodation and resources are good, accessible and used very well. The reception classroom is newly decorated and adjoins a creative area, also used by the nursery. These areas provide good space for the reception class. The outdoor area, used by both classes, is well organised and has sufficient space. The nursery is large and organised impressively into interesting areas, where most parents work with their children for the first quarter of an hour each day, as in the reception class. This is an excellent arrangement. It is clear that the high quality provision and practice in the nursery have been continued; that in the reception class has improved significantly, with very much improved liaison in the new Foundation Stage. The accommodation is much improved for the reception class and in the outdoor provision.
61. The levels of attainment of the children entering the nursery are assessed within their early days at school and indicate that each year most children have levels of attainment at that stage that are very low in communication, language and literacy (CLL), personal and social development and many aspects of mathematics. In all other areas their levels are well below those expected for children of this age. Throughout their time in the nursery and the reception class, they make very good progress in all areas. By the end of this Foundation Stage, their CLL is well below average and their mathematics, knowledge and understanding of the world, and creative development are below average. Their personal and social skills and their physical development are close to the goals for early learning, in most aspects.

Personal and social development

62. By the end of the Foundation Stage, it is likely that the personal and social development of most children will be in line with the level expected in almost all aspects. All of the staff establish excellent relationships with the children and, at an early stage in the year, secure and trusting relationships are already built up between the children, their parents and the Foundation team. The children move around the class confidently and are increasingly independent. At times, they work with an adult in a small group and learn to use the resources for an activity. At other times, they

make a choice, within a selected structure, and have the opportunity to consolidate their previous knowledge. For instance, the children in both classes take turns to become customers and shop-keeper at Bob the Builder's shop. The nursery children buy hammers, nails and pliers, and tell the teacher why they want them. Their interest and concentration are sustained well at activities they choose and when working with an adult. They work well in groups when, for instance, working with a parent in the nursery, spreading the jam and margarine on toast they have made. In both classes, they share equipment, take turns and follow instructions. Activities are interesting, relevant and matched well to the children's needs and, because they are delivered in an enthusiastic way, the children are instantly motivated, show enthusiasm and are able to be successful. Their attitudes are very good. The teacher uses Kipper, a large cut-out character from their reading books, and a 'Look how good we are' board to encourage listening skills imaginatively and to celebrate good work. The children's natural curiosity is developed well as, for instance, when touching the special sticky mixture in the nursery or the pink frothy bubbles in the water play of the reception class. They show wonder as they reflect on falling autumn leaves and their written thoughts are hung from the branches as leaves. They reflect sensitively on important things through well-thought-out assemblies where they 'share the joys of children who have different celebrations from us' and develop an appreciation of the values and beliefs of Zen Buddhists by making small gardens and realising how calming it is to rake them. When having their snack in a sukkot they appreciate the significance of a Jewish harvest celebration.

63. The children's behaviour and attitudes are excellent. The teachers have high expectations, which are always made clear to the children, who understand right and wrong and show respect to adults and other children. The staff provide excellent role models, so relationships are excellent. Teaching, learning and provision in this area of learning are very good, and sometimes excellent, because a happy and secure atmosphere of trust has been created and the staff know the children well. The adults provide high quality experiences, sensitively, and teaching and learning are enjoyed, and praise used well. The impressive work to involve parents when their children first begin school, and throughout this stage, has a positive effect in this area.

Communication, language and literacy (CLL)

64. When the children start school, the skills of most are low, because their use of speech is so under-developed and they find difficulty in responding to adults. In both classrooms, there is a strong emphasis on acquiring the skills needed, particularly those of speaking and listening. Imaginative play, often in role, is used well in the nursery and reception classes. In the nursery, for instance, the children's language skills are extended when washing and ironing clothes in their laundrette. The nursery nurse introduces and develops the children's general and specific vocabulary skilfully to use the language of size, colour and of the home, in addition to sorting white and coloured clothes into sets. The children in both classes listen carefully, because of activities that are well matched, high expectations and lessons delivered interestingly, but rarely volunteer spontaneous speech. Many effective strategies and much visual and oral reinforcement are provided and resources are used well when, for instance, consolidating knowledge of 'c' and 'k' sounds in the reception class. A few can tell an adult what they would like to say in a small phrase or sentence and the correct letters are emerging in their writing.
65. Most children form their letters carefully, although many reverse the letters, even with very careful teaching and consolidation of letter formation. Most struggle to find what they want to say and a few are not yet beginning to appreciate the written form. All of the reception class know some initial sounds and many write their name, some using a name card. In the nursery, most children in their third term are able to find their name card and write some recognisable letters. They develop positional language such as 'in front of' and 'behind' when supported by their teacher to move plastic dogs near their kennels. By the end of the Foundation Stage, however, in spite of the very good work done, most children are likely still to be well below the level expected, with a few above that, but with each making very good, secure progress.
66. The children handle books carefully and respond to them with interest and enjoyment in both classes. A few of the older nursery children comment on the pictures and 'tell' the story and one child sings as she looks at the bears in 'Watch out Fred'. The nursery nurse organises the loan of

books for the children to take home on a weekly basis and many now do this. Before the children transfer to the reception class, the parents are encouraged to work in school with their children and the teacher and are helped to understand how to read with their child. In the reception class, they are given guidance for reading and the arrangements for, and teaching of, early reading in both classes is impressive. All of the reception class children are well motivated by books and have home-school reading diaries, where parents make useful entries when sharing books. Most pupils understand that reading is speaking written down, and that the letters and words are writing. They all open books properly and look at the cover for the title. Each looks at details in the pictures and makes relevant comments, although with very limited speech. All show a joy in learning to read. A few 'read' the story from the pictures and recognise some familiar words and the sounds that have been taught. Provision, teaching and learning are very good in an area staff believe is of crucial importance. The classroom environment is well organised, with many opportunities to develop skills through stimulating, first-hand experiences, using opportunities in all areas of learning. Perceptive questioning encourages the children to respond in their very limited language, which is extended carefully by the successful posing of further questions. There are excellent role models for the use of language and the planned use of adults develops skills exceptionally well. Basic skills are taught and consolidated well, as is the national strategy for literacy. The assessments made of learning are detailed and thorough, including the written marking and assessments in the reception class books, and the quality of the assessment in the Foundation Stage is a strength.

Mathematics

67. When the children start school, their attainment is usually well below average, with a few children whose attainment is above that. At the end of the Foundation Stage, they are likely to be below the level set by the expected goals for learning, although the progress made in consolidating the knowledge they have and moving them on in their learning will have been very good in both classes. Most children in the reception class can recognise and count numbers to 4 and some above that, and most show an understanding of 'one more' when counting cups. They are able to match five dogs to their individual bones in an activity, but need support in counting and matching objects. Most find difficulty in forming numbers correctly, although the teaching is thorough and the children work neatly. Some can use words like 'big' and 'small' to discuss the way number or shape works, but many are not at this level. In both classes, resources are used carefully to provide interesting games and activities that develop the children's skills in small steps, while they are supported in small groups by an adult. Although by the end of the reception year most will be able to count up to ten and recognise most of those numerals, they will find it difficult to use their knowledge to solve simple problems and 'more than' and 'less' will be difficult.
68. Learning is matched well to the children's needs and is broken down into manageable portions; the children enjoy and are enthusiastic about their work and try very hard, usually with success. Resources are used very well to reinforce the concepts, both orally and visually. For instance, the children in the reception class delight in the chance to take a solid shape from the magic box, identifying it and giving reasons for their choice before placing it in the correct set on the carpet. The words needed are being developed and reinforced constantly to help understanding about number. For instance, the nursery children act out 'Five Little Men in a Flying Saucer', coming out to count how many are left each time one flies away. Number rhymes are used to consolidate understanding of subtraction, as when using 'Ten Green Bottles' in the reception class, and computer programs support learning well. Provision is very good and teaching, learning and attitudes are very high in both classes. All teaching is specific and matched carefully to the children's needs, with high expectations and use of interesting methods. Its strengths are the precise and clear delivery of teaching points, the constant consolidation of learning and the clear assessment of what has been learned and what each child needs in order to make progress. Because of this, the children develop confidence and enjoyment in learning how numbers work and make substantial, though slow, progress in developing mathematical concepts and in acquiring the necessary vocabulary.

Knowledge and understanding of the world

69. When the children enter the school, most have a well below average knowledge and understanding of the world around them, with a small minority displaying knowledge that is better than this. By the end of their time in reception, they are below the level expected in almost all aspects, but have made very good progress and are keen to discover things. Opportunities are planned very well, so that the children's curiosity is developed in the nursery by, for example, using objects carefully in an autumn display of crunchy leaves, corn and branches, on which the children hang their 'spoken' leaves. They are encouraged to use their senses and observe carefully, to notice similarities and differences in papers, some from home, and to ask 'how?' and 'why?' questions, and develop their investigative skills. The reception children predict how they think a piece of paper will fall when dropped and then investigate what happens, watching with wonder. However, most do not have the language to describe how it falls and can only use hand movements, until the teacher uses words which they copy. They use cutting and joining skills to make their fans in the nursery, and although they find handling the scissors difficult, they try hard. They explore and select strips of paper from a range of colours when making paper sculptures and decide between long and short strips and whether to fold it tightly or not. Many of the children in the reception class cut and join the papers successfully with glue to make their sculptures, a few using words like 'bend', 'twist' and 'spiral' from previous teaching. Construction apparatus is varied for purpose, size and type to develop problem-solving skills and those of invention and imagination. The use of small world resources is well planned as, for instance, in the use in the nursery of specific construction apparatus to develop an interest in features of the local environment or to introduce and use a technical vocabulary such as 'join', 'collect' and 'build'. The posing of perceptive questions in both classes is a key strength in developing the children's knowledge and understanding of the world.
70. Children in the reception class study habitats in their imaginative play and create their desert island pictures. They develop a concept of time and understand a little about the past from stories and studying and discussing objects and pictures. Printed computer pictures are used very well by nursery children to talk about hair colour, pets and favourite foods. A few of the older nursery children use the mouse to control and dress Teddy, once they have practised the skills previously taught. The reception class regularly use the computers in the suite and, with little support, get the laptop computers out, locate the program and work well in pairs with adequate mouse control for the task. They are on course to meet the expected goals in this element and progress is very high. Regular experiences of sand and water are well structured in both classes. Teaching, learning, attitudes and progress are very good, because of the high quality planning, provision and organisation that ensure all participate in stimulating activities to develop specific skills. Careful questions stimulate the children's curiosity and encourage them to explore and investigate, and parents are encouraged to talk with their children and bring in objects.

Physical development

71. Most children are close to meeting the expected goals, in many aspects, by the end of the Foundation Stage and make very good progress because of very good teaching and learning. In an excellent lesson, the nursery children find a space independently and run, stop, jump and walk carefully, heel to toe, with reasonable balance. They balance while standing and most recall a balance at floor level, from previous work. They all move safely and carefully on small apparatus, most walking heel to toe along the bench and climbing up the ladder, one foot on each step. The teaching team knows how children learn, sets good work habits, with high expectations, and is precise in teaching skills. They identify good performance and encourage improvement. In the reception class and the nursery, a well-planned series of activities provides clear development in a range of movements. The reception children show how to move, as if carrying light and heavy weights. The children copy accurately movements shown by the teacher, but are unlikely to use imagination in their work to the required level. Both classes develop their social awareness and physical skills outside and attitudes are very good. A few reception children balance on stilts, some show confidence in swinging on a see-saw, others match numbers on the ground and a group 'paints' the walls and floor tiles enthusiastically with large brushes and water. In very well organised physical activities in outside play, the adults' role is developed well in playing with the children, developing skills and encouraging independence. Tools such as scissors, pencils and painting brushes are chosen and handled increasingly well. Opportunities to cut and stick are regular and the children work carefully in small groups to make tractors or transparent glasses, but

most do not find it easy to use materials to a planned effect. The teachers make careful provision of construction kits, jigsaws and threading activities to increase confidence and precision in their use. A good supply of high quality resources is used very well and provision for physical development and continuity in learning are very good. Access to the well organised and resourced outside area is ideal for the nursery and adequate for the reception class. The children have space and time to try out and refine their movements with large equipment outside, and are free to use crawling, climbing and wheeled activities.

Creative development

72. Attainment in creative skills is well below that expected when the children enter the nursery. By the end of the Foundation Stage, although it is still below the expected goals, it has improved significantly because of the emphasis given to stimulating imagination and the creative elements through a range of experiences in art, craft, music, English and imaginative play. A wide range of role play opportunities is planned to stimulate learning and develop skills in all areas and a creative room has been set up recently with activities for the reception class, sometimes used by the nursery. This is a very good resource and is used very well. Most of the children find it difficult to express their feelings and ideas naturally in art, role play, movement, or elsewhere, unless provided with many different ways of stimulating their responses. They need the language to be provided and to be shown an example on which they can model their individual contribution, as, for instance, in a reception class movement lesson, or when making fans in the nursery. When in the class laundrette, nursery children take on a role, usually of a parent, busy with the ironing and washing. They begin to use a very small amount of the vocabulary extended to them by the adults playing with them. In art, the children do not find it easy to respond to ideas well, although they are given many opportunities to explore and practise in a range of art and other media in two- and three-dimensional forms and very good planned opportunities to show imagination and independence. In the reception class, the children are encouraged to express how they feel about their work in art and, with much support, begin to make judgements about it. The children in the nursery complete paintings of their mummy's face, using colourful, clear and bold strokes. All are guided to paint features on the large face. The teaching allows time for looking, listening and developing art skills, such as awareness of colour, and the language needed. Nursery children are asked to investigate and to 'Look through me. What colour can you see?' when using colourfully decorated cardboard glasses and they develop their knowledge of colour. The children in both classes enjoy singing nursery rhymes and songs, such as 'Happy Birthday', as a tuneful celebration. Provision for creative development has developed recently with the formation of the creative area in the new unit and is now becoming very good overall. The quality of both teaching and learning is generally very good, characterised by skilful and imaginative teaching, high expectations and good use of resources, so that very good attitudes are encouraged.

ENGLISH

73. The standards achieved in National Curriculum tests for seven-year-olds in 2001 were in line with the national average for both reading and writing. The results in reading were well above average when compared with those in schools of broadly similar intake, and in writing were above average. There has been a consistent upward trend since the last inspection and, taking account of the very low skills for their age when pupils start at the school, these results represent good progress. Inspection evidence indicates that standards for pupils of this age are currently below average. This reflects the higher proportion of pupils in the present year group who have special educational needs, many of whom have struggled to acquire the necessary language skills. Pupils aged eleven were well below average overall in their results in 2001, when compared with both the national figures and those for similar schools. However, they still showed some improvement on the levels at which the pupils entered school and those they achieved when they were seven. Nevertheless, the school was disappointed that the results in English had not matched the significant improvement evident in their other subjects and is addressing the reasons for this. Inspection findings indicate that the oldest pupils are currently below average. However, since the present year group also contains a larger number of pupils with special educational needs, this level represents improvement on the previous year. There is no significant difference in either age group in the performance of girls and boys.
74. A significant factor in the improvement being seen in the subject is the school's involvement in an important teaching and learning project. Through the carefully structured and very well planned use of paired work, for instance, pupils throughout the school are being given greater confidence and are encouraged to develop their language skills from the low level at which they entered the school. This is aiding their development in speaking and listening particularly, but is also benefiting their work in other aspects of English and in other subjects. The well-focused and targeted extra support

provided for literacy in various year groups is also helping to raise standards. Pupils throughout the school generally listen well, both to teachers and to each other. For example, pupils in Years 5 and 6 had listened carefully to a talk given by a visiting journalist and were able to show good recall of what was said. The pupils' speaking skills are also showing improvement, but are still below average, both in terms of the range of vocabulary used and the pupils' confidence with more formal language. Teachers in all classes stress the key vocabulary for the subjects being followed and most ensure that pupils use it in their response. The wide use of paired activities for the discussion of work in progress and the use of teaching techniques such as the 'hot seat' are clearly proving effective in the raising of standards for pupils of all attainment levels.

75. The pupils' reading skills are below average at both seven and 11, although a significant proportion of pupils in Year 2 is likely to achieve the levels expected for their age. A few higher attaining pupils in Year 6 achieve standards that are at least in line with and occasionally beyond the national average. For example, a few pupils are able to read the Harry Potter books and those of the 'Narnia' series by C S Lewis quite fluently. A few use local libraries and have well developed skills in finding information. However, pupils of average capability for the same class often read accurately but lack expression in their reading. In classes for pupils in Years 3 and 4, many show understanding of the main points of the story they are reading. Many pupils in Year 2 are showing increasing confidence in their reading and are beginning to use their phonic skills to help them. Throughout the school, pupils of below average ability read basic texts for their age, but the books are well matched to their needs. However, they read from an insufficiently broad range of books. All pupils have a reading record and reading at home with parents is well developed. Most pupils enjoy the opportunity to read a range of non-fiction texts, but the current book stock and the physical layout of the library do not encourage the use of research and other library skills.
76. Standards in writing are below average in both age groups. The spelling skills of most pupils are weak but improving, following the adoption of a commercial programme that concentrates on different strategies for learning spelling. Pupils are now being encouraged to apply across the curriculum what they learn in spelling sessions. Very good examples of this were seen in work with pupils in Years 5 and 6, where they learning diligently specific vocabulary for their study of rivers and pollution, and were then able to use that language quite naturally in their subsequent work in geography. This shows very good practice and the approach is being used increasingly for all subjects and across the school, although not all teachers are sufficiently insistent on the use of specific vocabulary at all times. The practice is reinforced in many classrooms by the careful display of useful words and regular encouragement of pupils to consult and make use of them. Similarly, the pupils' standards of handwriting in lessons dedicated specifically to that are in line with expectations, but pupils do not always maintain this level of presentation in all of their work. By the age of eleven, pupils of above average and average attainment are now reaching expected standards in their writing. An average pupil, for instance, shows a good grasp of sentence structure, uses speech marks correctly and uses some adventurous vocabulary, such as 'confronted and threatened'. Pupils of below average attainment levels throughout the school struggle to achieve satisfactory standards. A seven-year-old, for example, starts the school year with emergent writing. After a term, letter formation is much improved, but it is six months before a finger space is left between words. The contribution of computers to writing is underdeveloped at present.
77. Pupils' attitudes to the subject are good and often very good. They work well together, sharing ideas and working co-operatively to improve. They appreciate readily the good work of others. They are usually enthusiastic and have positive attitudes to learning, particularly the oldest pupils in each key stage.
78. The teaching for all pupils is good overall and there are many examples in each age group of teaching that is very good or even excellent. The school has introduced the National Literacy Strategy well and teachers have secure subject knowledge. Planning is detailed and helpful, and this enables the needs of all pupils to be targeted appropriately. The best teaching is characterised by good management of pupils, brisk pace and very good questioning that extends pupils' learning well because it requires them to think and to justify their response. Where teaching is less focused, satisfactory learning takes place, but the pace of the lesson means that it lacks real

challenge and there is sometimes no insistence that individual pupils answer questions. Limited opportunities for extended and empathetic writing are seen in subjects such as geography and history. The influence of the teaching and learning project is encouraging teachers to explore the use of similar techniques in all subjects, to the clear benefit of both the subjects and the pupils' literacy development and the raising of standards overall. A very good example was seen in Year 6 of a report of a science investigation written up as a result of collaborative work. It gave an accurate and concise report of what had been undertaken and also provided very good practice in the use of connectives in the writing. Its quality was recognised by all the class, who responded with spontaneous applause.

79. Co-ordination of the subject is good. The co-ordinator is aware of areas for development and has organised a number of appropriate initiatives including 'Grammar for Writing'. There is a good range of assessment procedures in place, although marking does not always address the learning objectives for an activity or provide indications of how pupils can make further progress. The pupil tracking records are used to set individual targets and older pupils are clear about what they must do to achieve these. Support for pupils with special educational needs is good. Gifted and talented pupils benefit from an initiative introduced by the Education Action Zone. The curriculum has been enriched by visits from, for example, a theatre group, a poet and a journalist. The school has an action plan to deal with identified deficiencies in the library.

MATHEMATICS

80. Standards at the age of seven are broadly in line with the national average, and at the age of 11 they are below average. In the national tests in 2001, standards were above average at the age of seven and in line with the average at the age of 11. Current standards do not reflect a fall in the overall achievement in the subject, but rather reflect the higher numbers of pupils with special educational needs in the current year groups, especially in Year 6. Pupils of all attainment levels, including the higher attainers and those with special educational needs, are making good progress. At the time of the school's previous inspection, standards were reported to be broadly average at the ages of both seven and 11. However, the subsequent national tests produced levels that were well below average for both age groups. Standards currently in evidence in the school, therefore, show significant improvement in both key stages.
81. By the end of Year 2, pupils undertake an appropriate range of practical and problem-solving activities, although a small number of pupils have difficulty in finding the correct language to explain their work clearly or to provide appropriate written answers. Most pupils can count to 100 and many can identify odd and even numbers confidently. Most pupils write their numbers correctly and most order the digits correctly. However, a small number of pupils occasionally reverse their digits. Most pupils have an appropriate understanding of addition and subtraction and, although a small number are less certain in tackling exercises involving multiplication, many can carry out exercises using the 2, 5 and 10 times tables successfully. Pupils show a secure understanding of halves, time on the hour, and money, in the context, for example, of simple shopping bills. They are less certain of time on the half-hour. Most pupils can name correctly a range of two- and three-dimensional shapes and identify various properties, such as the number of sides. In measuring activities, most pupils are able to explain and use various standard and non-standard units of measure. Pupils collect data on, for example, their birthdays and they produce simple graphs to display their findings.
82. By the end of Year 6, pupils undertake a variety of practical work, but many have difficulties in tackling problem-solving activities because of limitations in their understanding of mathematical language. In particular, they find it difficult to identify the correct form of computation required to answer a problem. Most pupils are confident in undertaking work in addition and subtraction, and they have a clear knowledge of place value to seven figures. However, many pupils lack confidence in saying their tables and this has an adverse effect on their ability to undertake tasks in multiplication and division successfully. Pupils have been introduced to decimals to two places and many are able to use them accurately in the context of measurement and money. Most pupils have a clear understanding of fractions and many can identify equivalent fractions. Most pupils are confident in using co-ordinates in the first quadrant and a significant number of pupils produce work

successfully using all four quadrants. Most pupils can tell the time accurately, using both digital and analogue displays. Whilst many pupils are able to calculate the area and perimeter of simple shapes, a significant number confuse the two. Pupils collect data on a variety of issues, as when pupils in Year 3 collect information on their favourite sports, and in Year 6 where pupils find information about preferences for food and produce a range of suitable graphs to illustrate their findings successfully.

83. The quality of teaching and learning are good. Examples of very good teaching and learning were also observed in Years 2 and 6. Lessons are carefully planned, based on the pattern of the National Numeracy framework. In particular, teachers make careful allowance for the provision of practical and problem-solving activities, recognising this as an area for development in pupils' work. Teachers also plan for the provision of work to suit pupils' particular needs and this helps pupils proceed at a pace and level which are suited to them. All teachers make good use of mental activities at the beginning of lessons, and they are also very aware of the need to extend pupils' mathematical vocabulary, being careful to address this issue during lessons. Teachers also provide many opportunities for pupils to work in pairs, and this develops further the pupils' ability to use the language of mathematics. Teachers have good subject knowledge, provide clear instruction and give much well-directed support and, as a result, pupils, including those with special educational needs and the higher attainers, usually make good gains in their knowledge and understanding. There is no significant difference in the standards achieved by girls and boys. Where teaching is very good and where, for example, subject knowledge is particularly secure, the lesson is especially brisk in pace and pupils are challenged consistently and make very good progress in their mathematical knowledge during the lesson. Most pupils enjoy their work, the mental activities in particular, and this has a significant effect on their learning. They settle to their written and practical tasks with interest and enthusiasm, work well with other pupils, know what they are expected to do and make appropriate efforts to accomplish their tasks. Pupils are well behaved, and often very well behaved, and this enables them to concentrate well and contributes towards their progress. Teachers hold appropriate plenary sessions to check pupils' understanding and celebrate some of the work done. Pupils are usually pleased to take care with the presentation of their work. Teachers mark pupils' work promptly, but appropriate comments of advice and praise are not always added.
84. The school utilises the National Numeracy document as its scheme of work and suitable plans are also produced to clarify the work that should be covered by different classes. The strategy has been implemented effectively. The co-ordinator is new to her post, but is knowledgeable and hardworking, and supports her colleagues when necessary. As yet, however, there has been limited opportunity to see work being undertaken in the classrooms, but there are plans for this to happen. She is fully aware of the main weaknesses that remain in pupils' performance, such as those relating to problem-solving and their knowledge of multiplication tables, and strategies are in place to tackle them. Assessment procedures are good, and they are being used effectively to identify pupils' current attainment, as well as the progress they are making. The information gained is also used successfully to provide suitable work for different pupils, and to ensure their full inclusion in learning. Information and communication technology is used effectively, through the provision of computer programs to help develop pupils' mathematical knowledge and understanding. Mathematics is also used appropriately in some subjects of the curriculum, such as science, design and technology and geography for measuring and counting, and this further enhances pupils' numeracy skills.

SCIENCE

85. Results in the 2001 National Curriculum tests for pupils who were 11 were in line with the national average overall and were above the average for schools of broadly similar intake. Teachers' assessments for the seven-year-olds in 2001 were in line with national figures for the proportion of pupils attaining the national average of Level 2. When compared with results in similar schools, this was well above average. There is no significant difference in the results achieved by boys and girls. These results confirm a picture of significant improvement in the subject over recent years in both key stages. When compared with the low levels of attainment when pupils enter the school, they also confirm that pupils of all capabilities, including those with special educational needs and

the higher attainers, make substantial progress throughout their time in the school. Current expectations, confirmed by the findings of this inspection, are that pupils in Year 2 are likely to achieve similar levels this year. Pupils in Year 6, where there is a higher proportion in the present year group of pupils with special educational needs, are currently below the national average overall, since there are unlikely to be as many pupils achieving the higher grade of Level 5. However, such is the quality of teaching for this age group and its own commitment to do well, that these expectations could be challenged.

86. As part of their work on materials, pupils in Years 5 and 6 were conducting careful investigations into how various everyday substances dissolve. They record their observations carefully and most show a good understanding of how to conduct a scientific investigation and ensure that their testing is fair. Limitations in their language skills are being overcome successfully by such strategies as the pairs work the school has introduced and the constant emphasis on learning and using correct vocabulary. As a result, the oldest pupils enjoy discussing their findings with others and drawing conclusions based on the evidence they have gathered, often describing quite precisely what they have observed. Most are able to make reasonable predictions about the possible outcomes of what they are doing. Work completed previously indicates that by the end of Key Stage 2 the pupils have a satisfactory understanding overall of the various elements of the science curriculum and that they make good progress in the investigative element of the subject. Younger pupils are encouraged to explore the world around them and to ask questions about how it is made. They are able to identify the difference between living and non-living things, for instance, and show sound awareness of how plants grow. Pupils in Years 1 and 2, for instance, were able to match successfully the young of various animals to their parents. Other pupils in Year 2 were investigating the qualities of various everyday materials and enjoyed the opportunity to discuss in pairs and to record carefully the characteristics they had observed.
87. It is clear that the overall quality of teaching and learning is good, particularly for the older pupils in each key stage, even though two lessons were judged to be less than satisfactory in the course of the inspection. Throughout the school, teaching is based firmly on scientific investigation, to which the pupils usually respond very well and through which they learn well. The teachers plan interesting learning activities, in which the objectives are clear and are shared with the pupils. There is a good match between the activities provided and the various levels of ability within each class. The teachers' subject knowledge is good and often very good. Most make good use of questioning to challenge the pupils to think. They usually check their pupils' existing understanding before moving further into a topic and make good use of summary sessions to reinforce learning. In the best lessons, such as the solutions investigation in Year 6, very good use is made of the time available, learning is very well structured and all pupils are challenged to learn at an appropriate level. As a result, the pupils are totally absorbed in completing the writing up of their investigations, show very good attitudes to their work and make clear gains in their learning. Where lessons are less than satisfactory, the challenging behaviour of a few pupils is inappropriately managed, time is lost on control and the pace of the lesson suffers, with the result that all pupils in the class then make insufficient progress in their learning.
88. Since the teachers make science an interesting and often challenging activity, the pupils' attitudes to their work are usually at least good. Consequently, most pupils, including those with special educational needs and the more able, make good progress in their learning. The pupils generally enjoy the work they are doing and make the most of the interesting opportunities provided for them. They work well together and share resources sensibly. They record work in a variety of ways, but the use of ICT to assist this and other aspects of the subject is to be developed further. All pupils are encouraged to develop useful questioning skills, which are a basis for good investigative work. They make good gains in their observational skills, and are encouraged throughout the school to become familiar with the appropriate vocabulary. The subject makes a good contribution to the pupils' personal development as they explore the world and delight in discovery. It also provides a useful vehicle for the development of literacy through activities such as the writing of reports, some very good examples of which were produced by older pupils, and to numeracy through the recording, analysis and presentation of information.
89. The co-ordinator, although new to this responsibility, has a clear idea of the development needs of the subject, and undertakes careful monitoring of teachers' planning. There has not yet been the

opportunity to monitor classroom practice, but this is planned. The national scheme of work has been introduced and is being found useful, and opportunities for assessment are identified in planning. The subject is equipped appropriately for current topics and resources are used efficiently, but the co-ordinator has still to identify resource needs for later work. Limited use is made of the school's immediate environment, but older pupils are able to pursue some investigation while on residential visits. Health and safety issues are addressed well.

ART AND DESIGN

90. The standard of work achieved by the time pupils are seven and 11 is below that expected nationally. However, the pupils overall, including those with special educational needs, make slow but satisfactory progress, when considering the levels at which they enter the school. Their work is careful, and is completed with gradually increasing confidence, but displays a lack of skill in interpreting the world around them and in their use of imagination. This is in spite of the very well planned and well delivered teaching they receive.
91. Only a few lessons were observed during the inspection, but much other evidence was available about standards, from work completed previously and from discussion with pupils. By the age of seven, the pupils' knowledge of colour and tone is increasing. They show satisfactory knowledge of shades of colour and skills in colour mixing, because of the regular opportunities to develop these skills. This is shown in the work of Year 2 pupils, who have painted hexagons that are displayed well as a patchwork. They make careful representations in both pencil and pastel when sketching fruit and vegetables at harvest-time, having looked through a view-finder, but most are not able to interpret what they have observed carefully in order to include the necessary detail in their work. They appreciate art in its different forms, with work on natural materials, such as leaves and flowers, but they find it difficult to comment on differences in their work or suggest ways in which they might improve. Pupils in Year 1 mix paint for the correct skin tone for portraits and draw simple pictures of their own faces. A few include features such as nostrils, eye-brows and teeth but most do not, even though they have looked in a mirror at their own faces to notice details such as the expressions shown by their mouths.
92. By the age of 11, the pupils have made clear progress, but many are still at the level of investigating the qualities of the materials and processes they use to communicate their ideas, rather than being able to combine what they see and feel to fit their aim. They enjoy exploring materials, but many have difficulty in showing ideas that are creative. Year 6 pupils choose from a range of media to express their feelings and use, for instance, natural materials with increasing skill and detail. Although pupils in Years 5 and 6 have experience of working with clay, they lack confidence and need time and support with language, to explore its potential before making clay faces. In their exploration of its properties, one remarked that the clay was 'soft, but not so squidgy that it would run through their fingers'. The older pupils are developing an awareness of artistic styles and gain confidence as they use the structure provided by, for instance, Mondrian, in his use of bold colour and emphasis on the angular, and in Monet's work. Pupils in Year 4 understand the need for close observation and some understand the use of proportion as they sketch. Most produce accurate representations of each other, which they improve by discussion and comparison.
93. The quality of teaching and learning is good overall and attitudes overall are satisfactory, but in spite of much good teaching, pupils do not find it easy to show imagination in their work. Good attitudes are shown in the care, attention to detail and enthusiasm shown for art, but there are occasional examples of silliness or shouting out by some pupils, usually in the initial part of a lesson. The planning for lessons is of high quality and the pupils are generally motivated, as when pupils in Years 5 and 6 work with clay. The teachers build well on work previously completed as, for instance, when three-dimensional clay work in Year 5 built on knowledge of portraits by Picasso. The pupils generally work with care and total concentration on tasks, as when pupils in Year 4 sketched each other using view-finders. The teachers use work in pairs well to encourage the pupils to, for instance, discuss their exploration of materials in Year 1. In Year 4, the work in pairs is successful in achieving its aim for close attention to detail, because the teacher stresses the need for absolute stillness on the part of those modelling. The structured work in pairs with the older pupils is leading to improved evaluation of their work and raised confidence. The teachers work hard at stimulating the pupils' imagination and set high expectations for work, to which pupils generally respond well. In all classes, the teachers have clear ideas about what they want the pupils to understand in order to develop their appreciation of art techniques and their making and designing skills. They show good subject knowledge and use careful questioning to assess what the pupils know and to develop their understanding. Year 4 and 5 pupils worked in some depth and also developed literacy skills in their 'Talking Textiles' work. They planned, drew and designed

pictures with felt, using a simple stitch carefully, with a real sense of achievement. Some were made into cushions. Resources are used well, including some use of ICT. Time is used effectively with lessons long enough for in-depth work. However, the pupils need to practise and develop their skills on a regular basis and, since art and design only takes place in alternate half-terms, it is difficult to ensure the constant reinforcement of techniques.

94. Each class has joined in a whole-school art topic to study and appreciate the style of different artists, for instance, Year 6 completed work on the Chinese moon festival. Art makes a good contribution to the spiritual and cultural development of the pupils with numerous opportunities for reflection and appreciation. Centrally displayed pictures of celebrations provide stimulation for art activities.
95. The recently appointed co-ordinator has a clear overview of needs and helps to support teachers. Comprehensive guidelines help teachers to ensure that skills are developed continuously and learning consolidated. Completed work is displayed well. Some monitoring of teaching has taken place and planning is monitored regularly. The sketchbooks used in Years 3 to 6 are limited in their use at present, and there is little recording of pupils' progress. A portfolio of work is planned. Resources for the subject are good, and they and the accommodation provided by the art room are used well

DESIGN AND TECHNOLOGY

96. At the age of seven, pupils are attaining standards that are broadly in line with national expectations. Standards for pupils aged 11 are currently below those expected. It was possible to observe only two lessons, in each case involving the youngest pupils in the two key stages, so overall judgements are based also on an analysis of work previously completed and on discussions with the subject co-ordinator and pupils. In view of the low levels of attainment when they enter the school, all pupils, including those with special educational needs, make at least satisfactory progress to achieve the levels they do.
97. Pupils in Year 1, as part of a wide range of craft and other activities, make effective working sliders that will be the basis of their own Christmas cards. They show appropriate levels of skill and most are able to use scissors satisfactorily and to cut reasonably straight lines. There is evidence of a good range of activities for pupils in Years 1 and 2, including the careful sewing of puppets and the making of salads and musical instruments. The Year 2 pupils made wooden buggies, having selected the tools and materials they needed and joined them effectively, and some were able to suggest ways they might improve them. They use their knowledge of electric circuits successfully when making their lighthouses. Pupils in Year 3 design and make a photograph frame. Higher attaining pupils identify easily an appropriate method of strengthening the frame, but others are less confident in solving the problem that has been posed. Many pupils lack sufficiently developed skills to join the material well, but most complete labelled diagrams by the end of the lesson to show how they have tackled the task, using different views of their frame. Pupils in Years 5 and 6 made cars that moved, using woodwork skills to make axles and incorporating a figure whose head moved. They were able to discuss how the cardboard could be made stiffer and what would happen if it got wet, and raced their cars as an evaluation. Japanese drums made by Year 6 pupils when in Year 5 do not show the level of finish required and much support has been needed in order to complete them. Many of them look the same, because the pupils do not find it easy to develop alternative ideas. They talk enthusiastically about what they have done and, after prompting, are able to recall a sequence of designing, making and evaluating but unclear about the evaluation process. The limited evidence available of completed work indicates that pupils have had insufficient experience of generating ideas.
98. The quality of teaching and learning is satisfactory overall. When teaching is good, the lesson is very well planned, a good range of resources is provided and good use is made of adult support to enhance pupils' learning. Good use is made of opportunities to reinforce the language needed to explain the activity. Teachers usually know when to intervene to question, establish understanding, reinforce skills or move pupils on in their learning. At times, the need to ensure careful listening can slow the overall pace of the lesson. The teachers know their pupils well and

provide appropriate support, so that individuals of all attainment levels, including those with special educational needs and the higher attainers, can be successful. This was evident, for instance, in the Year 1 lesson observed, where a pupil, who in other situations might have displayed challenging behaviour, remained engrossed in the required task throughout the lesson.

99. Lesson observations and discussions with pupils show that attitudes to the subject are good overall. The pupils generally concentrate well, show interest in what they are doing and work well together. Most are keen to do well and are well motivated to try to achieve satisfactory standards.
100. The co-ordination of the subject is satisfactory. Design and technology has not previously been a priority while the school has been concentrating on raising standards of numeracy and literacy, but the school is aware that all parts of the National Curriculum must be taught to an appropriate level and is seeking to redress this balance. Since the time of the last inspection, the national scheme of work has been adopted, and planning and teaching have been monitored. Assessment procedures are insufficiently developed, providing little indication of how well pupils are progressing in the development of their skills and understanding in the subject.

GEOGRAPHY

101. The pupils' levels of attainment by the time they are seven and 11 are broadly in line with those expected nationally. Although it was only possible in the present inspection to observe two lessons for older pupils, it is clear from the lessons observed and the other evidence available that pupils, including those with special educational needs and the higher attainers, make good progress in their learning. From their early years in the school, all pupils are encouraged to become familiar with appropriate language to describe their surroundings and are introduced to basic ideas about maps, as, for instance, when they start to trace the journeys of Barnaby Bear. Early in Key Stage 1, they begin to identify particular physical features of the locality and are introduced to simple mapping skills. At the age of seven, the pupils are already gaining a sound awareness of the area in which they live and are beginning to identify some of the similarities and differences between it and other areas, such as the island they are getting to know in Year 2 through their Katie Morag stories. They are developing a sound awareness of the vocabulary needed to describe different localities and are familiar with simple maps and plans. During Key Stage 2, the pupils develop their awareness of the physical and human features of differing regions and continue to develop their familiarity with maps. By the time they are 11, the pupils have a good understanding of their own locality and many have sound knowledge of other localities in this country, such as the village of Eyam, or in other parts of the world. They develop an appreciation of the significance of key physical features, such as rivers and mountains, and their mapwork skills at this age are satisfactory.
102. The topics covered throughout the school help to build up the pupils' knowledge of their own surroundings and of other areas, countries and cultures, as well as providing opportunities for them to practise their skills. Clear progress is seen across the year groups in the pupils' awareness of their environment and of how aspects of it might be improved. Pupils in Years 5 and 6, for example, undertake a detailed study of the effects of pollution on rivers such as the Severn. Activities such as this indicate ways in which the subject makes a good contribution to the pupils' numeracy through the collection, analysis and presentation of data. It also supports the development of pupils' language skills through different types of writing, such as letters, reports and leaflets, although the limitations of the pupils' language skills are evident in some of the written work produced in their earlier years in the school. Their social awareness is also developed as they consider topical issues. Some satisfactory examples were seen of work produced as pupils pursued their own further study, but limited use was evident of opportunities for extended work based on individual study and research.
103. The standard of teaching is good in both key stages. The teachers' subject knowledge throughout the school is good and they are generally confident in the teaching of the required skills. They use questioning well and pupils are encouraged throughout the school to use the correct language in their work. Lessons are always well planned and the pupils respond well to the opportunities provided, showing a lively interest in what they are doing. They work well together, show good attitudes, and the quality of learning is good. In the lessons observed, there was a high level of

interaction between the teachers and their pupils, and the pupils showed considerable motivation and interest, producing thoughtful work about the issue of pollution they were considering. The teachers' classroom management is very good and they make good use of the time available.

104. The new national scheme of work is providing useful guidance, but its full implementation will require a further development of approaches to assessment and the identification of pupils' progress in the development of geographical skills. The co-ordinator has clear views about the way in which the subject should develop and provides useful support to colleagues. The subject is satisfactorily resourced in terms of text and reference books for topics currently being studied, but is less well-resourced in terms of the range of books available in the school library. As the use of the new ICT suite is developed, more support will be available for pupils' research, but this facility is not yet used fully. Good use is made of the locality and of visits further afield, including the opportunity for residential visits.

HISTORY

105. Pupils throughout the school enjoy history and, by the time they are seven and 11, they achieve levels that are broadly in line with national expectations. It is clear from the lessons that were observed and from work previously completed that pupils of all attainment levels, including those who have special educational needs and the higher attainers, make good progress in the development of historical skills, knowledge and understanding. Several year groups, for instance, in current or recent work on the Victorians, show good gains in their knowledge of the period. Pupils in Year 5, while conducting a useful research activity using a range of printed sources to gain information about aspects of the working life of Victorian children, are clearly learning much detail about the Victorian era and are beginning to understand the similarities and differences between this and their own experience. As pupils go through the school, they begin to develop a sound understanding of the key people and influences that have shaped history. In current work on invaders, for instance, pupils in Year 6 show awareness of the various groups that invaded and occupied the British Isles and their reasons for doing so. Pupils in Year 4 have been exploring the reasons why Henry VIII had so many wives. In these and other topics, pupils are introduced carefully to a range of historical sources and are encouraged to ask questions about the evidence they provide and about its reliability. They also learn to identify similarities and differences between their life now and life in past times. The work produced by older pupils shows sound levels of knowledge overall and appropriate development of historical skills. As part of their studies, they enjoy the opportunity to explore many of their own ideas and values. By the time they are seven, the pupils are already familiar with the detective work that goes into the study of history as, for instance, they prepare their own family trees or explore topics such as the Gunpowder Plot. As they progress through the school, the pupils are encouraged to think about how familiar things, such as toys or household appliances, have changed over time. Pupils of all attainment levels, including those with special educational needs, make good progress as they become used to dealing with a variety of historical sources. All of the historical topics the pupils study are carefully linked to a clear timeline for the period and pupils show a developing sense of chronology.
106. Throughout the school, work in history is linked well to other areas of the curriculum, including literacy and art. The work produced by pupils as a result of their studies is well displayed, helping to create an interesting and stimulating learning environment and celebrating good work. The subject also makes a good contribution to the development of literacy through, for instance, opportunities for empathetic and extended writing. However, although they are encouraged to develop a good awareness of the appropriate vocabulary for historical study, the writing many produce is limited. The pupils enjoy the opportunity to discuss issues that arise, such as the differences between rich and poor in Victorian times, but their limited language skills mean that many pupils have difficulty in making a sustained contribution to discussion, particularly in the earlier years in school. Older pupils are able to engage in independent study or research activities of the kind that will extend learning, particularly for the higher attaining pupils, and write carefully about, for example, the role of Queen Boudicca. They enjoy gathering information from the books available, or through some access to CD-ROMs, but the resources available through the school library and ICT suite are limited at present.

107. It is clear from all the evidence available that the quality of teaching is good throughout the school. Consequently, the quality of learning throughout the school is also good. The teachers' subject knowledge is good, and often very good, and they convey well to pupils their own enthusiasm for the topics being studied. The pupils respond well, show good attitudes to their work, gain considerable pleasure in the work they do and enjoy the things they learn about the past. Good use is made of the time available. The teachers' classroom management is generally good and the learning experiences provided are very well planned, often providing interesting and exciting activities, such as the collection of Victorian artefacts for use by pupils in Year 5 and the creation of an authentic classroom as part of Year 2's Victorian day. These result in a stimulating experience and high quality learning for all the pupils involved. Planning for the subject is good. The use and adaptation of the national scheme of work will require more formal opportunities for the assessment of historical skills and knowledge, but planning currently identifies general intentions for assessment. The co-ordinator is well-informed and enthusiastic, and has clear ideas about the subject's development. It is resourced adequately in the provision of books and materials within the classrooms for current topics, although provision in the library is limited at present and little use is made of loan services. Good use is made of the locality and of visits to places of historical interest, as in the museum visit for which Year 1 were currently preparing.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

108. Pupils' attainment at the ages of both seven and 11 is currently below national expectations. Recent investment in the subject in the purchase of new computers and the establishment of an ICT suite is helping to ensure that standards are beginning to rise, from a very low base. When the low overall levels of pupils' attainment on entry to the school are taken into account, it is evident that the majority of pupils, including those with special educational needs, are now making satisfactory progress.

109. Pupils in Year 2, using a drawing program, are able to use mark-making tools to draw their pictures of 'The Iron Man'. All pupils are able to log on without fuss. After an initial period of experiment to determine which drawing tools to use, most make an appropriate choice and then concentrate on completing the task. Above average pupils show good control of the mouse and achieve a satisfactory amount of detail in their drawings. Average attaining pupils do what is asked, but the results are less effective. Some need help to save their work. Below average pupils are unsure which tools to choose and their progress is slow. The limitations of the pupils' spoken language make it difficult for them to explain what they are doing. In another group, with pupils from Years 1 and 2, similar levels of skill are evident.

110. Pupils in Year 3, in a lesson focused on designing an advertisement for a school disco, show satisfactory understanding of how to use an appropriate font size and colour to produce a desired effect. Above average pupils alter font size and colour confidently, whilst average pupils enter a prepared script competently. Below average pupils receive good peer support, but their keyboard skills are not well developed. The work of pupils in Year 6 shows the lack of teaching and development earlier in their school life as they struggle to improve text to make it clearer. They have very good attitudes, but many show limited understanding of quite basic functions and their standards are clearly below the level expected for pupils of their age. Scrutiny of work shows that seven-to-eight year olds have recorded their ostinato patterns in music on the computer, with help from their teacher.

111. Attitudes to the subject are good overall and pupils are keen to work. This positive approach is typified by how well pupils support each other and co-operate when sharing a computer. Behaviour is satisfactory, even though noise levels sometimes become quite high in what is, at present, a cramped environment without sufficient computers for the numbers of pupils using them.

112. The quality of teaching and learning is currently satisfactory overall. Lessons are well planned and evaluated carefully. This will help standards to continue to rise. Pupils receive a good level of support from both teaching and non-teaching staff, even when teachers admit to a lack of confidence in the subject. Standards are now rising quickly because of the way the subject is being co-ordinated and developed. A clear action plan identifies appropriate areas for development.

A scheme of work has been adopted and a policy for Internet access is in place. The co-ordinator has reported to the governing body and the school is currently negotiating an ambitious joint venture project, which, if successful, will benefit both the school and the community. Under an Education Action Zone initiative, pupils in Year 4 will have the opportunity of a residential visit that will focus on ICT. New Opportunity Funding for staff development is about to come into effect. At present, many teachers lack confidence in their ability to deliver the subject and are unclear about the possibilities of delivering it through the various curriculum areas, in line with the expectations of Curriculum 2000. Assessment procedures are not yet fully in place to ensure the consistent monitoring of pupils' attainment and the steady acquisition of skills. There are at present insufficient opportunities for pupils to pursue the control element of the subject through, for instance, the use of sensors in science, but the school is aware of the need to teach all strands of the National Curriculum to an appropriate level.

MUSIC

113. The standards achieved by pupils at the ages of seven and 11 are in line with those expected nationally. Pupils of all attainment levels, including those with special educational needs and those who are potentially higher attainers, make good progress as they go through the school.
114. In Years 1 and 2, pupils sing a variety of songs and hymns readily, with satisfactory control over rhythm and pitch. They put much expression into their singing and perform well together, with some pupils also being confident enough to sing alone. Pupils sing a number of songs from memory and are very careful to sing the words clearly. In following tunes, pupils use hand signals confidently to denote high and low notes. Pupils explore sounds using an appropriate range of untuned percussion instruments and chime bars and are able to follow a simple score successfully. Pupils compose confidently a short musical sequence, which they rehearse and then play to other members of their class. Pupils in Year 2 also compose a series of sounds to illustrate the story of 'Goldilocks'. Pupils are able to describe the sounds they make, using the correct terminology with care. In Years 3 to 6, pupils sing a range of songs, sometimes in two parts, showing satisfactory control over both breathing and wording. When singing in two parts, pupils maintain their own parts with confidence and finish successfully together. Pupils perform their work happily from memory. Pupils in Year 3 produce their own musical compositions, based on a repeated ostinato, and they vary the dynamics of their work successfully. They perform for each other and then suggest ways in which their performance might be improved. Pupils listen readily to a range of recorded music, including items such as 'Peter and the Wolf', and where appropriate they identify accurately the instruments being played. Pupils develop a sound musical vocabulary and generally use this confidently in discussing the quality of their work.
115. The overall quality of teaching and learning is good, with very good examples being seen in Year 3. Lessons are well-planned and brisk in pace, with a suitable range of resources being provided for pupils to use. Pupils are kept busy and this clearly benefits their learning. The teachers' subject knowledge is good, with clear instruction and demonstration being provided when, for example, teachers sing and play instruments readily for pupils. This involvement of teachers is effective in enabling pupils, including those with special educational needs, to make good gains in their musical knowledge, understanding and skills. As well as joining in themselves, teachers also make particularly effective use of pupils to demonstrate different aspects of work to other members of the class, and this encourages all pupils to maintain their interest. Pupils join in the activities with great enthusiasm and commitment, showing considerable creative effort where appropriate. Their attitudes are consistently very good. They enjoy their music, singing well, playing instruments confidently and working happily with other pupils. They are keen to listen to music and most show confidence in offering opinions about what they hear. Pupils are particularly appreciative of the work of other pupils and those in Year 3, for example, applaud their performances readily. Where teaching is very good, the teacher's subject knowledge is very secure, a wide variety of learning experiences is provided, the pace of the lesson is especially brisk, and pupils make very good progress.
116. The school has an appropriate scheme of work, based on the national guidelines, and, through careful planning, all areas of work are covered successfully. The co-ordinator also draws up an

overall school plan to ensure this coverage. The co-ordinator, who is both well qualified and enthusiastic, sees plans of the work to be covered by her colleagues, but does not at present have the opportunity to observe lessons taking place, in order to confirm the standards being achieved. Satisfactory procedures are in place for assessing the work of pupils, although at present they are not sufficiently precise in identifying particular strengths and weaknesses in the performance of individual pupils. The school is beginning to make appropriate use of information and communication technology, as in the composing activities undertaken in Year 3. The hearing of music from different countries helps to enhance pupils' cultural development. The school makes satisfactory provision for extra-curricular music activities for older pupils, and the school choir, for instance, has opportunities to perform in the community.

PHYSICAL EDUCATION

117. Standards at the ages of seven and 11 are similar to those expected nationally. Pupils make good progress overall. In Years 1 and 2, pupils move confidently around the hall, showing clear awareness of space and of other pupils. Pupils in Year 2 carry out successfully the basic gymnastic actions of jumping, skipping and hopping, showing appropriate control of their movements. They develop their skills further when using apparatus to practise curls and rolls. Pupils in Year 2 also demonstrate appropriate dance movements confidently, showing suitable variation in high and low movements, and introducing stillness and gesture when appropriate. Pupils describe readily how their bodies feel after exercise. In Years 3 to 6, pupils successfully throw, kick and catch a variety of balls, and pupils in Years 4 and 6, for example, attempt to improve these skills, when taking part in football and hockey activities. Pupils in Year 5 develop their gymnastic skills, producing, for instance, a variety of balances, using both the floor and an appropriate range of apparatus. However, whilst pupils carry out the activities correctly, in both games and gymnastics, few attempt to produce quality in their movements and actions. Pupils understand the need to warm up for, and recover from, exercise. Pupils in Year 5 attend swimming lessons and they all develop appropriate confidence in the water. By the time they are 11, at least 80 per cent of pupils can swim 25 metres or more, unaided. Pupils develop their outdoor and adventure skills during residential visits to, for instance, Walesby and Kingswood.
118. The quality of teaching and learning is satisfactory overall, although an example of unsatisfactory practice was observed during the inspection. Teachers provide good planning, clear instruction and a satisfactory range of resources, allowing all pupils, including those with special educational needs, to make satisfactory improvements in their skills. Most members of staff dress appropriately for it, and they all join in and demonstrate for pupils. This allows pupils to see for themselves how they can develop their work. Teachers have sound subject knowledge and generally make suitable demands of the pupils' performance. They do not, however, always challenge pupils to introduce a high standard of performance in their work and this limits the overall progress that pupils make. Pupils join in appropriately, enjoying themselves and usually making a satisfactory physical effort in their work. Where teaching is unsatisfactory, although a suitable range of activities and resources is provided, there are weaknesses in the teacher's control of the class. As a result, a number of pupils are inattentive, noisy and badly behaved, and they distract others, so that pupils make little or no progress overall during the lesson. Teachers usually show good control and management skills, especially where a wide range of activities is being undertaken. Teachers often take the opportunity to use pupils to demonstrate good practice, but opportunities are missed, in some classes, to discuss the quality of the work seen and give pupils the chance to identify where they might improve their own work. Teachers provide help and support to pupils and, in particular, they emphasise the need for safety. In turn, pupils usually show good attitudes, generally behave well, work well with their partners or group and carry equipment carefully and safely.
119. The school has an appropriate scheme of work, based on national guidelines, and the co-ordinator has helped draw up a detailed long-term plan to ensure that all aspects of work are covered. The co-ordinator has only recently taken on the post and is enthusiastic and keen to support colleagues, but has had no opportunity as yet to undertake any monitoring of the work being carried out. Satisfactory assessment procedures are in place, although they are not currently precise enough to identify clearly particular strengths or weaknesses in individual pupils' skills.

Activities involving counting and measuring, especially in games, give some support to the school's initiative in numeracy. The school makes good arrangements for the provision of extra-curricular sporting activities for older pupils and these arrangements also enhance the pupils' social development.

RELIGIOUS EDUCATION

120. Standards of attainment by the time pupils are seven are likely to be in line, this year, with those expected by the locally agreed syllabus, although those for pupils aged eleven will not make the expected level in the current year. Recent progress has improved, as have standards, because new guidelines are used for planning the teaching and learning. But some teachers need support in their use. However, because of insufficient progress in previous years, pupils at 11 have been unable to make up the necessary ground and their standards will be below expectations, in spite of some teaching of high quality. If current progress continues, children at the age of 11 should meet expectations in future years.
121. By the time pupils are eleven, many, including those with special educational needs and the higher attaining pupils, are only beginning to develop an understanding of what it means to take a religion seriously and are acquiring an appreciation of some of the practices of Christianity, and of the other principal religions in Britain such as Hinduism, Sikhism, Judaism and Islam. Questions of belief have not always been studied in sufficient depth and significant meaning in stories is not always brought out in order to enable pupils to relate what they are learning to their own experiences. Each class has studied a different festival of Christianity, or of another religion, and this has led to good levels of understanding of, for example, how Jews make friends again at the festival of Rosh Hashanah.
122. Year 5 pupils demonstrate a growing understanding of, for instance, a miracle. Some try hard to describe it and suggest it is 'something that happens, but you don't know how, and you can't explain it'. They show empathy towards a boy who has leprosy in a story they are told and interpret stories from the Bible, such as that of Zacchaeus. All pupils are encouraged to discuss sensitive and important feelings openly, in an atmosphere of trust, and they do this impressively in Year 6, when discussing turning points in their own lives. They reflect seriously on their transfer to secondary school and respond thoughtfully to questions posed by the teacher. The experience of working in pairs to discuss work has a positive impact on the quality of their responses. The pupils explore a range of feelings they might have on entering secondary school, such as being 'small and afraid', 'nervous and unprepared'. By the time they are seven, all pupils have a growing understanding of how special events are celebrated. Year 2 pupils look with interest and excitement at birthday celebrations and the detailed preparations for these, in terms of food, decorations, presents and games. In preparation for the Christmas story, Year 1 pupils discuss the meaning of gifts that are special and precious to them. Pupils in Year 2 learn about the significance of candles as a symbol of light when they visit a local church and they learn much about the festival of Diwali from studying artefacts. Year 4 pupils label their pictures of Christingles and learn about their symbolism and the significance of the Om in the Hindu tradition is explored sensitively. Stories and practices from religions, including Christianity, have been shared with pupils in the past, but this knowledge has not always been built on and appropriate resources have not been available.
123. Teaching in the three lessons seen was good overall, because of the skill of some individual teachers. Other evidence of teaching, for instance from the sample of pupils' work, suggests that standards of teaching and learning are not always this high. They are satisfactory overall and sometimes better, in both key stages. This reflects the fact that the development of religious education has not been a major priority in the school over recent years. It is clear from evidence in lessons, and from the pupils' work, that where teachers are confident and knowledgeable in what they teach, the pupils show good levels of knowledge. They develop their skills, because material has been presented to them in an interesting way, using imaginative activities, and concepts have been clarified for them, with understanding. For instance, some of the oldest pupils explored meaning with their thoughtful questions of God, such as, 'Why do terrible things happen?' and 'Do you answer prayer?' In the best lessons, including one in Year 6, understanding is clarified and

questioning is perceptive, so the pupils understand about the significance of religion in people's lives. All pupils, including those with special educational needs and the higher attaining pupils, are now making at least satisfactory progress overall, because of recent improvements. Pupils in some classes make generally good progress because of the stimulating approach to learning. For instance, a range of strategies is used with sensitivity to encourage Year 6 pupils to share their feelings with a partner. The pupils' thoughts are developed carefully and, because of the excellent relationships with the pupils, the adults enable the children to explore their feelings openly. In Year 2, the pupils are motivated instantly when Ella the bear has a birthday and are eagerly involved in listing items needed for her party. A dramatic re-telling of a story and good questioning encourage pupils in Year 5 to consider important questions themselves when listening, often with wonder, to the story of a man cured of leprosy. However, the work following the initial part of the lesson often does not extend the pupils' skills or understanding sufficiently, and training is needed in the use of a range of methods that would do so. In previous years, there has been insufficient recording of work and marking has not suggested how pupils can improve. Some links are made to literacy, but opportunities for empathetic writing in Key Stage 2 are not always used.

124. The pupils' attitudes to their work are good. They respond very well when interesting learning opportunities are provided, as, for instance, when considering celebrations in Years 1 and 2. Because of the positive atmosphere created in lessons, pupils show respect for views and cultures other than their own and are able to share important thoughts and feelings sensitively with others.

125. The new co-ordinator is aware of the development needs and has made significant improvements already in policy and planning. The school has established the use of a new agreed syllabus and its units of work are included in the useful plans, which are now followed by teachers each half term. There has been a lack of effective co-ordination previously, and of teachers' confidence; these have prevented standards from being higher. Training is needed to improve the confidence of some teachers in using a range of methods in lessons, including the use of technology, and further support in using the guidance of the syllabus is required. There is no regular monitoring of teaching and learning to ensure high quality. Regular assessments of pupils' understanding do not take place, although some teachers use assessment well in lessons. Although resources have improved and the school now has collections of artefacts for the main religions taught, resources overall are still inadequate for teachers to deliver the syllabus. Visits to places of worship need to be extended to other religions and more use made of visitors.