

INSPECTION REPORT

SCOTHOLME PRIMARY AND NURSERY SCHOOL

Nottingham

LEA area: Nottingham

Unique reference number: 122478

Headteacher: Miss J Beardsell

Reporting inspector: David Watson
23494

Dates of inspection: 13th – 16th January 2003

Inspection number: 248350

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Fisher Street Hyson Green Nottingham
Postcode:	NG7 6FT
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Appropriate authority:	The governing body
Name of chair of governors:	Mr S Worthington
Date of previous inspection:	9 th February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23494	D Whatson	Registered inspector	Science Information and communication technology Design and technology	The school's results and achievements How well are pupils taught?
13828	R Ibbitson	Lay inspector		Pupils' attitudes, values and personal development How good is the school's partnership with parents
2213	A King	Team inspector	The Foundation Stage Geography History	How good are the curricular and other opportunities offered to pupils? How well the school cares for its pupils
10808	A Britton	Team inspector	Special educational needs Mathematics Music Physical education	
12394	C May	Team Inspector	Educational inclusion English as an additional language English Art and design Religious education	How well the school is led and managed

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
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?	9 - 12
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	12 - 14
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14 - 17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17 - 19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	19
HOW WELL IS THE SCHOOL LED AND MANAGED?	20 - 22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22 - 24
ENGLISH AS AN ADDITIONAL LANGUAGE	24 - 25
PART C: SCHOOL DATA AND INDICATORS	26 - 30
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	31 - 46

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Scotholme Primary school serves a linguistically and ethnically diverse community. There are 254 pupils on roll aged between three and 11 of whom 49 attend the nursery part-time. The school is about the same size as most other primary schools. There are more boys (110) than girls (95). Almost 22 per cent of the pupils come and go during the school year; this is high compared to most other schools. The school roll has remained broadly the same since the last inspection. More pupils than at the time of the last inspection have special educational needs; over one third of the pupils have special educational needs, which is well above the national average. These pupils have a wide range of demanding and complex emotional needs as well as physical disabilities and specific learning difficulties. The percentage of pupils with a statement of special educational needs is below the national average. The percentage of pupils from ethnic minorities has also increased, as has the number of pupils with English as an additional language. Just over 76 per cent of pupils are of a non-white ethnic heritage. The two largest groups are Pakistani (49 per cent) and Indian (19 per cent). There are a further eight different ethnic groups at the school. Twenty-six pupils are refugees and they come from seven different countries. Nearly 72 per cent of pupils speak English as an additional language, which is very high when compared with most primary schools. Nineteen per cent of pupils who join the school speak very little or no English. The main languages spoken, other than English, are Mirpuri-Punjabi, Urdu and Bengali. The number of pupils eligible for free school meals, at 50 per cent, is well above the national average. The school has far higher levels of need than represented by the number of pupils eligible for free school meals. Most pupils come from the immediate locality, which has much higher levels of deprivation than those found nationally. Children's attainment on entry to nursery is very low for their age, especially in the area of communication, language and literacy.

HOW GOOD THE SCHOOL IS

This school provides a good education and satisfactory value for money. Even though standards in English, mathematics and science are low, pupils make good progress in relation to their prior attainment. Pupils' personal development is very good. The quality of teaching throughout the school is good. The leadership of the school is good; the necessary steps to raise standards are being taken.

What the school does well

- There are significant amounts of good and very good teaching and in many subjects pupils achieve well.
- The good provision for the youngest children, particularly in nursery, motivates and stimulates all children.
- The school provides well for pupils' personal development. This encourages the development of confident, sensible and considerate individuals.
- The provision for pupils with special educational needs is very good and their needs are particularly well met.
- Pupils learning English as an additional language are very well supported so that they make good progress.
- There are excellent links with the community that enrich pupils' learning.
- The good leadership of the school is focused on raising standards and meeting the needs of all its pupils as well as the community that it serves.

What could be improved

- Standards in English and mathematics across the school.
- Standards in information and communication technology across the school.
- Pupils' rate of attendance at the school and their punctuality.
- Management is not as good as it should be because there is some ineffectiveness within the senior management team and the long term planning for the school's future is not secure.
- The provision of a broad and balanced curriculum in which all the statutory requirements are met, as well as the requirements of the locally agreed syllabus.
- How the school tracks pupils' progress and analyses data on pupil performance.

The areas for improvement will form the basis of the governors' action plan, which will be sent to the parents and

carers of all pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In the face of increasingly challenging circumstances, the school has made satisfactory progress since it was last inspected in February 1998. Pupil performance in the national tests at the age of 11 has improved in line with the national trend. Good progress has also been made in developing procedures to assess pupils' attainment and progress in English, mathematics and science. There has been insufficient progress in raising standards in information and communication technology. Levels of attendance have deteriorated and so have standards in art and design and design and technology. The headteacher and staff are focused on raising pupil achievement even further and this is good.

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
	2000	2001	2002	2002
English	E*	E*	E*	D
Mathematics	E	E*	E*	E
Science	E	E	E	C

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

These are poor results; in English and mathematics they are in the lowest five per cent nationally. However, based on their very low prior attainment, most pupils make good progress. These results hide the fact that standards have been improving in recent years and that many pupils who sat the national tests in 2002 spoke little English and had been at the school for less than two years. The school's results are better when compared to schools of a similar nature, especially in science.

During the inspection there was no marked difference between boys and girls although school data shows that girls do better than boys by the same degree that is found nationally. Such data also demonstrated that pupils of a Pakistani heritage did less well in mathematics than pupils of other ethnic backgrounds, but during the inspection this was not evident.

The findings of this inspection show that pupils currently in Year 6 have reached standards below expectations in English and well below in mathematics, but that standards in science are at the expected level. The school has set challenging targets for the tests in 2003, but they are slightly lower than those achieved in 2002.

In the tests for seven-year-olds in 2002, the school's results were much lower than in most schools as were the standards assessed by the teachers in science. The school's results were also lower than in schools whose pupils have similar social circumstances. The inspection findings show that the current Year 2 pupils are attaining standards in science that are typical for their age, but standards in reading and mathematics lag behind those found in most schools. Standards in writing are especially low.

The standards of literacy and numeracy skills throughout the school are much lower than expected. Standards in history, geography and music at both seven and 11 are in line with the expected level for their age but are below average in design and technology, art and design. However, relative to the low levels of prior attainment most achieve well by the time they leave school. In information and communication technology, standards are below the expected level for seven year olds and well below for 11 year olds. No judgements about the attainment of design and technology could be made for 11 year old pupils due to a lack of evidence. Most pupils do not achieve the expected standards of the locally agreed syllabus for religious education.

In the Foundation Stage many children make good progress although most are unlikely to meet the expectations in all the areas of learning, except in their personal development, by the time they start Year 1 because of the very low level of attainment with which they start school.

Pupils with special educational needs make good progress. Those pupils learning English as an additional language also make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good – pupils try very hard in their work and many take great pride in what they are doing; they enjoy coming to school.
Behaviour, in and out of classrooms	Very good – most pupils behave well in class and around school because they know it is the right thing to do. This is a racially harmonious school.
Personal development and relationships	Good – pupils work well together in groups and with partners. They undertake a wide range of responsibilities with maturity. They have good relationships with teachers and support staff.
Attendance	Poor – the attendance rate is well below the national average and the punctuality of some pupils is also poor. Many parents, especially of a Pakistani heritage, take their children for extended holidays during term time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	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 is good and often very good and so is its impact on pupils' learning. The teaching of English and mathematics is good due to the quality of teaching but also the small classes and considerable numbers of additional good quality support, especially in English and mathematics. This is why pupils achieve so well. The teaching of the basic skills of literacy and numeracy is good, but the skills needed in information and communication technology are not adequately planned.

In those lessons where pupils' learning is only satisfactory, it is often because pupils spend too long listening to their teachers. In the few unsatisfactory and poor lessons, work is sometimes unchallenging, the explanations are unclear and classroom control is weak. Pupils are then unproductive and at times disruptive.

The teaching of pupils learning English as an additional language is also good as there are many support staff, including bi-lingual instructors who provide very good guidance to these pupils. Those pupils with special educational needs receive similar high quality additional support and class teachers often prepare work for pupils of different abilities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned to meet pupils' greatest need: securing the basic skills of literacy and numeracy and their personal development. This aspect of the curriculum is good. The overall quality and range are only satisfactory as the curriculum does not meet statutory requirements for information and communication technology and, although the school teaches religious education, it is not following the locally agreed syllabus.
Provision for pupils with special educational needs	The good provision for pupils with special educational needs enables them to make good progress due to well-written individual education plans and the deployment of a higher than average number of experienced support staff.
Provision for pupils with English as an additional language	This is very good and is a strength of the school. The good support provided by all adults ensures that pupils learning English as an additional language, especially those at an early stage, make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for social development is very good and spiritual and moral development is good. Cultural development is satisfactory.
How well the school cares for its pupils	The procedures for ensuring pupils' welfare are good. Overall, there is a reasonable range of assessment procedures for recording pupils' attainment in most subjects; procedures are good in English, mathematics and science and test results inform the planning for pupils' learning experiences. However, the analysis data is not as extensive or as systematic as it could be.

Parental views of the school are very positive. The school makes a great deal of effort to work with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides a good clear educational direction and has built an effective team that meets the most urgent needs of the pupils. Overall management is good, although there are weaknesses at a senior level which impinge on its effectiveness.
How well the governors fulfil their responsibilities	The governing body is both committed and enthusiastic. Governors make a reasonable contribution to the running of the school.
The school's evaluation of its performance	The school monitors and evaluates its performance satisfactorily. It knows its main strengths and areas that require development but the evaluation of its work is too narrow and planning gives insufficient attention to the longer term.
The strategic use of resources	The school manages the numerous finances available to it, including specific grants, well in the best interests of all its pupils. The school applies the principles of best value appropriately. The everyday administration of finance is good. The school is very well staffed, the accommodation is plentiful and resources are used well to support pupils' learning but insufficient resources in information and communication technology adversely affect standards.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like coming to school and behaviour is good.• The school expects their children to work hard and helps them to become mature and sensible.• Teaching is good and their children make good progress.• The school is well led and managed.• The school works closely with them and they feel comfortable approaching the school with questions.	<ul style="list-style-type: none">• The amount of homework given.

The inspection team agreed with all the positive points made by the parents, but find that an appropriate amount of homework is set for the pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the nursery class - the Foundation Stage¹ - with very low levels of attainment in all areas of learning. They are particularly lower in communication, language and literacy as 50 per cent of children start their schooling at the age of three with no English language or at an early stage of English acquisition. Based on assessments of children at the start of nursery, attainment is at the lowest level when compared to other schools in the local education authority. Such assessments also show that there are no high attaining children and that there is no difference in the attainment of boys and girls.
2. Because of the very good education they receive in nursery and the continuing good provision in reception most pupils achieve well. However, by the end of reception very few will attain the early learning goals² in most areas of their learning. This is because of the very low prior attainment but also the high levels of lateness, absenteeism and high levels of mobility (in the current Foundation Stage over a quarter of the children leave before they start Year 1). The only area in which most pupils are likely to meet the expected level for their age is in their personal development. This is because of the very good relationships within the Foundation Stage and the emphasis placed upon ensuring that pupils are ready to learn and co-operate.
3. The test results for seven and 11 year olds in the 2002 national tests were poor in English, mathematics, but better in science where they were well below average. Although the average points score³ placed the school's results at a very low level when compared to the national average and has remained very low since the last inspection, results, from an exceedingly low level, have been improving in line with the national trend since the last inspection. This is no mean feat when it is considered that the pupil population has changed in recent years and become even more challenging with more pupils attending the school with special educational needs and at an early stage of English acquisition. The improvements in results in the face of these greater challenges reflects the headteacher's and staff's commitment to raising standards and the appropriateness of their priorities for improvement.
4. When compared to similar schools⁴ the average point score at the age of seven in writing and mathematics remained low, but were better in reading and science. The better results in reading can be attributed to the emphasis this has received as part of the school improvement plan and science results have been boosted by the high profile it has in the school. The average point scores for 11 year olds when compared to similar schools were well below average in English and mathematics but again better in science, where they were average. This is attributed to the very high quality teaching provided in Year 6 by an advanced skills teacher⁵ for science.
5. The findings of this inspection show that pupils currently in Years 2 and 6 have reached standards that are better than those achieved in the 2002 national tests. They remain well below average in English at age seven, but below average at 11. In mathematics, standards are well below the expected level at both seven and 11, but in line with the average at both ages for science. The difference between the test

¹ The Foundation Stage begins when children reach the age of three and ends at the end of the reception class. It is a distinct stage in preparing children for later schooling and is based on six areas of learning.

² Early learning goals - these are expectations for most children to reach by the end of the Foundation Stage. They mainly refer to achievements children make in connection with: communication, language and literacy; mathematical development; personal, social and emotional development; knowledge and understanding of the world; and physical and creative development. There are many goals for each area of learning; for example, in language and literacy pupils should be able to write their own name and other things such as labels and begin to write simple sentences.

³ The average points score provides schools with a single statistic to compare the overall grades attained by their pupils with the grades attained by pupils in another school.

⁴ The comparison is based on the Qualifications and Curriculum Authority's benchmark information designed to compare end of key stage tests and assessments with those of similar schools nationally. Similar schools are judged as schools who have similar numbers of pupils eligible for free school meals.

⁵ An Advanced Skills Teacher is a teacher who has been recognised through external assessment as having excellent classroom practice.

results and inspection judgements can be attributed to the advantages that the very good ratio of adults to pupils and the high quality support they receive, especially from support staff. The standards observed in the inspection, however, are unlikely to be repeated in the national tests for seven or 11 year olds in 2003. This is because many pupils have low levels of literacy and find it difficult to comprehend questions posed in written formats.

6. The 2002 national test results showed a slight difference between standards attained by boys and girls at the age of seven and a marked difference at the age of 11, with girls attaining less well than boys and thus bucking the national trend. During the inspection there was no marked difference between the attainment of boys and girls and school data showed that for pupils who have remained at the school for the whole of their education the difference in the attainment of boys and girls was similar to the national picture with girls doing better. During the inspection there was no observable difference in the attainment of pupils from different ethnic minorities. However, school assessment data in mathematics does show that, on the basis of one year's analysis of test results, pupils of a Pakistani heritage not only have lower scores but also higher levels of absence than other ethnic groups. The school has only recently become aware of this issue. It is working closely with outside agencies to improve attendance and the mathematics co-ordinator had identified this group of pupils for particular support. The results of these initiatives are unclear as many of them have only recently been put in place.
7. The governors have set challenging targets for the tests in 2003, but they are slightly lower than those achieved in 2002 as the current Year 6 have more pupils who are at an early stage of English acquisition or have been living in this country and attending this school for less than two years.
8. In Years 1 to 6 most pupils make at least good progress and by the time they leave school they achieve well, even though many do not achieve the national average. A significant proportion of pupils, currently 22 per cent based on last year's figure, start or join the school some time during Years 3 to 6. Many of those that leave are able pupils who have been predicted to get the expected Level 4. Many of the new arrivals are refugees or asylum seekers and have little or no English. The school's systems used to track pupil progress shows that those pupils who remain at the school from nursery make good progress and at times very good progress and many of them achieve the national average. With so many new arrivals the school's average point score is reduced to such a low level that overall results are low and pupil progress appears to be well below that expected.
9. Standards observed in history, geography and music at both seven and 11 are in line with the expected level for their age. Although pupils find it difficult to record their knowledge in history and geography, they possess an appropriate level of knowledge and understanding about the topics that they study.
10. No judgements about the attainment of design and technology could be made for 11 year old pupils because they have not yet undertaken any work in this subject. Standards are below average in design and technology at seven because many pupils are not secure in their understanding of the design process and few have experienced the planning of their work, the refinement of their ideas or the evaluation to completed activities. Standards are below those expected at seven and 11 in art and design because some aspects of the National Curriculum are not covered in sufficient depth. Standards in both design and technology and art and design are lower than at the time of the last inspection due to changes in the leadership and management of the subjects and the additional emphasis given to the main subjects of English, mathematics and science.
11. In information and communication technology standards are below the expected level for seven year olds, and well below for 11 year olds. Standards have deteriorated since the last inspection because of insufficient resources to meet the expected standards in areas such as controlling equipment or monitoring. This is compounded by too few opportunities for pupils to develop their skills or apply their knowledge to using programs in other subjects.
12. Standards are also well below the expected levels detailed in the locally agreed syllabus for religious education at the age of seven and below average at the age of 11 because the school has not been following the agreed topics and themes.

13. Standards in literacy and numeracy are much lower than expected. This is exemplified in the subject reports.
14. All pupils with special educational needs, including those with statements, achieve standards in line with their abilities and make good progress in all National Curriculum subjects, especially in English and mathematics. Children in the Foundation Stage also make good progress, especially in the nursery, because of the early identification of their needs and the good support that they receive. All pupils make significant progress towards achieving their individual education plans in the allotted time. Although the number of pupils with special educational needs has risen since the previous inspection, the good progress has been maintained.
15. Those pupils learning English as an additional language make good progress in their learning, especially in English. Pupils at an early stage of English language acquisition make particularly good progress as their development is carefully assessed and then very good support, often from bi-lingual instructors, provide them with carefully focused teaching. High quality support is also provided by many class teachers when additional adult support is not available.

Pupils' attitudes, values and personal development

16. Pupils' very good attitudes and behaviour, together with good relationships, are strengths of the school and are significant factors in their academic success. These findings are broadly similar to those of the last inspection. There is no difference in the attitudes of pupils learning English as an additional language. Pupils with special educational needs also have very positive attitudes and, in most cases, good behaviour. Children start school with low levels of personal development. The high standards in attitudes, behaviour and relationships that they reach by the time they leave school is due to the emphasis placed on their personal development in the school's aims and in its work.
17. Pupils like coming to school and they have very good attitudes to learning. The returned parents' questionnaires indicate that nearly all pupils, including those with special educational needs, like attending school. Most pupils listen attentively to their teachers, concentrate well in lessons and participate well in class discussions. Pupils enjoy lessons and show an eagerness to do their best and settle quickly to independent work except in the very few lessons that were not well managed or accurately matched to pupils' abilities; then they become restless and produced little work.
18. Behaviour is very good in lessons that are well managed but a few pupils, for example in Year 5, are not as well behaved as they could be. Some of these pupils have emotional and behavioural problems and their behaviour often has an adverse effect on the other pupils in their class. The headteacher and most of the staff have high expectations of pupils and do not tolerate inappropriate behaviour. In the last academic year there were no exclusions for poor behaviour. Behaviour of pupils is very good out of lessons and around the school. Lunch and break times are seen by pupils as pleasant social occasions where they can chat with friends. In the playground there is much energetic running around by some pupils while others play games or talk to friends. There was no evidence of aggression or racism during the inspection. The school is ethnically very mixed but there is no racial tension. All pupils are familiar with the school rules and with the class rules which they helped to create. Pupils are polite to visitors and are keen to hold conversations with them. Older pupils speak with confidence of their life in school and how they feel about their work.
19. Pupils' personal development is good. In the Foundation Stage it is very good. Adults in the nursery and reception classes provide many good opportunities for the children to develop. By the end of reception, most children work and play well together. In assemblies and in their personal, social and health lessons older pupils gain a good understanding of moral and social perspectives. They have a clear understanding of right from wrong. Through religious education lessons and assemblies they are aware of different religious beliefs and respect views different from their own. In discussions with some Year 6 pupils they showed a good understanding of values and commented that *'you can be friends with people who have different values and that you can work with them'*. Pupils are proud of their school and during the inspection there were no signs of litter, graffiti or vandalism caused by pupils. Pupils in all classes cheerfully carry out tasks allotted to them, which encourages their personal development. All pupils are given tasks appropriate to their age and ability; in nursery children tidy away after activities and by the

time they reach Year 6 they have moved on to selling crisps at morning break. In their replies to the questionnaire most parents were pleased with how the school encouraged their children to become mature and responsible. At the start of their schooling some girls are quieter and more reticent than most of the boys, but their confidence is soon boosted by the careful support offered by all adults; by the time they are in Year 6 they are vocal members of the class and school community. It is also because of this high level of care from adults that the many new arrivals to the school are quickly integrated into the school community and are happy and settled individuals.

20. Pupils form very good relationships with their teachers, with support staff and with each other. Some Year 6 boys and girls, although looking forward to transferring to secondary school, said they would also be sad to leave their primary school. Pupils give seeing their friends as one of the reasons they like coming to school. Teachers often ask pupils to work in pairs, which helps them develop consideration and toleration. All pupils spoken to say they feel safe in school and enjoy the school community.
21. Although the majority of pupils attend school regularly, a significant number have poor records of attendance and the overall attendance rate is well below the national average. In some cases, because of domestic problems, children find it difficult to attend regularly. In other occasions, absences are due to the high number of pupils being taken on extended holidays by their parents. This is particularly true for pupils of a Pakistani heritage and this adversely affects their learning. Punctuality is also a problem for many pupils, especially in the nursery, and there are some persistent latecomers.

HOW WELL ARE PUPILS TAUGHT?

22. The quality of teaching across the school is good overall. Teaching was at least good or better in 66 per cent of all the lessons seen during the inspection; in 19 per cent of lessons teaching was very good. Six per cent of lessons were unsatisfactory or poor. These were nearly all in either religious education or information and communication technology lessons. The level of good and very good teaching is not constant across the school and this slightly slows the rate at which pupils learn. Very good or good teaching was observed in every year group except Year 5, where the teaching was never better than satisfactory. The quality of teaching has improved since the last inspection, when teaching was good in the majority of lessons. Teachers are clearer about what they want pupils to learn in lessons and the teaching of the basic skills of literacy and numeracy are good. It is slightly better in English as in most of these lessons there is more adult support than in mathematics lessons. Teaching has improved due to the good leadership of the headteacher and subject co-ordinators, coupled with very careful monitoring and targeted support. Parents commented on the level of good teaching at the school in the responses to the parents' questionnaire.
23. The quality of teaching of children in the Foundation Stage is good and this has a considerable impact on children's learning in their first years at school. Teaching was particularly good in the nursery where all lessons were judged as very good. Teaching is based on very good planning that identifies clear targets in all areas of learning, ensures a good balance between teacher-led and independent activities and ensures that all children are included in the full range of class activities. Classroom organisation is very good and children have good access to resources, both inside and outside the classroom. Both of these features are particularly good in nursery. There is a greater degree of formality in the reception class as children here are mixed with Year 1 pupils; many of their activities are, therefore, associated with the National Literacy and Numeracy Strategies rather than the Foundation Stage curriculum. Learning support assistants are exceptionally well deployed and their knowledge and very caring approach ensure that the children they work with benefit greatly from their interventions. This is especially true of bi-lingual support staff. Relationships between staff and the children are very good, as is the management of all children and this fosters a purposeful working atmosphere and positive developments, especially in children's personal and social development. Staff use both frequent and thorough assessment procedures to track children's progress and use this information successfully to plan for the next step in children's learning.
24. Teachers' technical competence in the teaching of basic skills is good and consequently they teach the National Literacy and Numeracy Strategies effectively. Teachers teach both handwriting and phonics well but, as there is no whole-school approach, this hinders pupils' development over time because when pupils change classes or teachers there is a lack of consistency. As teachers are secure in their

knowledge this enables them to answer pupils' questions accurately and teach with confidence. This in turn extends pupils' knowledge and understanding of the work that they complete. This was evident in a very good Year 3 lesson on multiplication and division in which the teacher demonstrated good subject expertise. This was visible in the clear explanations and the way she encouraged all pupils and used mathematical language appropriate to the topic. Teachers' subject knowledge across the rest of the school is good in many subjects. In a Year 1 design and technology lesson the class teacher facilitated a purposeful discussion on the different features of fruits, in a history lesson original source material was used well and in a Year 4 science lesson on the skeleton the teacher was able to identify and discuss many of the bones in the human body and their functions. In other subjects, such as religious education and information and communication technology, staff knowledge and understanding are adequate but are not sufficient to enable teachers to set challenging tasks. For example, a Year 6 lesson on Islam left pupils passively working as opposed to developing their understanding. In most situations, classroom assistants and bi-lingual support staff are very knowledgeable about the teaching of the basic skill of reading and writing and offer very good guidance. However, on occasion support staff are not sufficiently competent to always offer such good support. For example, in a lesson in the computer suite that involved copying and pasting both text and graphics into a document, classroom assistants were observed undertaking the task for pupils rather than demonstrating it or instructing the pupil on how to do it.

25. In all year groups teachers plan well. Planning is particularly good in English and mathematics. Teachers regularly plan work for pupils of different abilities so that pupils irrespective of their ability are suitably challenged. Planning is particularly good in English as in Years 3 – 6 pupils are split into many smaller groups so that they receive particularly intensive support. Careful planning between teachers and assistants ensures that all pupils cover the same work. Plans are also detailed, noting pupils' prior learning and what the intention is for the next lesson, thus providing good continuity. In most lessons teachers successfully identify specific learning aims and objectives. However, on a few occasions in the less effective lessons, planning is not sufficiently detailed. Objectives are missed out and a few teachers' aim is for pupils to complete an activity rather than develop a skill, improve their knowledge or deepen their understanding. Where objectives are identified these are shared with the pupils at the beginning and end of lesson but not always returned to during the course of the lesson. This strategy enables pupils to be fully aware of the learning for each lesson, for them to be focused on their learning and for teachers to assess pupils' learning. In a few mathematics lessons the end of the lesson is not used well to assess what pupils have learnt. This is also true in most of the computer lessons so that some of the planned activities were too hard for some and too easy for others as in the case of the Year 6 lesson on saving a favourite web address.
26. Most teachers have high expectations of what pupils can achieve and the level of challenge is appropriate. In the very best lessons, this challenge is very high and pupils are clearly motivated to learn. This was seen in a very good Year 6 science lesson on separating solids. The extremely high quality input from the teacher, plus her own enthusiasm, resulted in pupils making very good gains in their scientific understanding and also generated a high level of interest amongst all pupils.
27. Teachers manage pupils well in lessons and their expectations of behaviour are high. As a result, little time is wasted and pupils have more time to work hard. A strength of the teaching is the very good relationships between staff and pupils which ensure that all pupils, whatever their backgrounds, are fully included in lessons and feel valued. This greatly enhances the quality of pupils' learning. In most cases, staff have established a very good positive rapport with the pupils and this results in a very good atmosphere for learning. All pupils respond positively to this and, as a result, their behaviour in lessons is mostly good or better. However, in Year 5 due to a few pupils with emotional and behavioural difficulties and a lack of effective classroom control there is not always a productive working atmosphere.
28. Teaching methods are used effectively across the school. A strong feature is the use of relevant and practical activities to ensure lessons are made interesting. Teachers are careful to use the most appropriate language and visual displays to support the learning for the many pupils at the school who are learning English as an additional language. Because of these strategies, good learning takes place for all pupils. For example, in a good design and technology lesson in Year 4 the teacher organised pupils to work in mixed-ability groups when they visited a local supermarket, and also used 'Ben the Skeleton' in a science lesson as a model for pupils to study, prior to them attempting to create their own

paper skeleton. In a good physical education lesson in Year 3, a very well organised lesson had aspects of individual as well as group work, and whole-class evaluations and demonstrations. This enabled all pupils not only to be involved, but also to make good progress.

29. In most instances, teachers use questions well. They often encourage pupils to think and explain their answers. Well-paced questioning adds to the brisk start to many lessons and the probing nature of many of the questions deepens pupils' understanding and the development of their verbal skills. A particular strength is the way that different types of questions are asked to pupils of different ability and gender so that they are all included; for those who are reticent, mainly girls, this boosts their self-esteem. On a few occasions, however, too long is spent on carpets with pupils listening to their teacher and, therefore, as in the Year 2 art lesson on sculptures, a few pupils lost their concentration.
30. Teachers use resources effectively in most lessons. In those lessons where there is not too much time spent on the carpet, lessons have a brisk lively pace that helps maintain pupils' interest and concentration. For example in a Year 3 science lesson on classifying foods, the variety of planned activities and games kept all pupils suitably motivated. Practical equipment is also used well in subjects such as mathematics, where the range of resources on shape helped pupils to develop their concepts and their language more fully, or in history lessons where the school's log book and copies of newspapers was used to great effect. The greatest asset that teachers use very well in most cases is their support staff. Both classroom assistants and bi-lingual instructors are deployed to great effect, often working with small groups. However, in those lessons where children spend too long on the carpet as in the Year 2 religious education on the Muslim festival of Eid, such staff were not used well as they were not directly involved in this part of the lesson.
31. Overall, the quality of marking is satisfactory in English and mathematics and pupils are informed about their own learning, but it is not very informative as written comments do not always focus on how pupils could improve upon their work or deepen their understanding. In most other subjects, including science, pupils' work is ticked but very rarely do teachers write comments. In most cases, teachers provide reasonable opportunities for homework, which often concentrates on the basic skills and thus is used well to support pupils' learning in class.
32. In a school with a very high proportion of pupils with special educational needs, all teachers and members of staff show a very good awareness of pupils' special needs. Special educational needs are identified very early in the Foundation Stage. Teachers plan and deliver work for pupils of different abilities. Consequently, pupils make good progress in their learning. Learning support assistants are used very well to support pupils' learning, especially in English and mathematics. Individual education plans are clear and targets are measurable and link well to behaviour, literacy and numeracy. Teachers are involved in the formulation of these plans in conjunction with parents, pupils and the special educational needs co-ordinator.
33. The teaching of pupils learning English as an additional language is very good. Most teachers are very aware of the best methods of teaching pupils learning English and have very good skills at teaching those at an early stage of English acquisition. They place an appropriate emphasis on new vocabulary ensuring that pupils can say the word as well as knowing its meaning. They often use a wide range of resources, plus the skills of bi-lingual support staff to make sure that pupils know what is expected of them as well as the concept that they are studying. For example, in a very good physical education lesson in the nursery, the bi-lingual support staff spoke to pupils in their first language instructing and encouraging them so that they participated fully and developed their skills in throwing and balancing. However, not all teachers are so aware and instructions and explanations, as in the case of the Year 5 lesson on producing a pamphlet on the computer, were at times given so quickly few understood the task required of them.

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

34. The quality and range of pupils' learning opportunities are satisfactory overall and particularly good in the Foundation Stage of learning. The curriculum is broad and covers all aspects of the National Curriculum.

In the light of its published aims and in response to the changing needs of its pupils the school has appropriately moulded the curriculum to the needs of its pupils; they have allocated additional time to teaching English, mathematics and science. However, the curriculum is failing to meet statutory requirements on two accounts. Firstly, the requirements are not met because the locally agreed syllabus for religious education is not being followed or implemented properly. Pupils are not therefore extending their understanding or knowledge of a range of faiths. Secondly, the curriculum for information and communication technology is not fully developed due to a lack of planning and resources. This impedes pupils' acquisition of skills and important aspects for older pupils, such as multimedia, monitoring and control, are not being covered.

35. Policies in all subjects and various aspects of the school's work are up to date and are of sound quality and contain all the expected elements; this is an improvement from the previous inspection. The previous inspection judged the curriculum as satisfactory overall and good for the youngest children in the school. Although aspects of the curriculum have improved since the last inspection, overall improvement in this area is unsatisfactory as the curriculum no longer meets statutory requirements.
36. The curriculum for the youngest children in the school is good, broad, balanced, relevant and covers the six areas of learning. The staff plan the curriculum very well, taking good account of the early learning goals and the stepping stones which reflect the children's developmental needs. The plans for the curriculum include good use of the outdoor area adjacent to the nursery to reinforce the children's learning.
37. The national strategies for teaching literacy and numeracy across the school are being implemented well. However, in mathematics teachers are not making the very best of each part of the daily mathematics lesson, particularly the concluding plenary session, and in English there is no agreed format for teaching handwriting or phonics. In most other subjects the school follows national guidelines that allow pupils to build on knowledge and understanding gained earlier in their school life. This also ensures that all pupils receive a similar experience, but in their current format they do not always meet pupils' needs. For example, although the idea of creating a pamphlet in the Year 5 computer lesson was taken from the national guidance it was not appropriate for many of the pupils in the class as they did not have the skills or experiences to successfully complete it. Because of the numbers on roll there are two year groups in many classes. The curriculum has, therefore, been carefully planned on a two-year programme to accommodate these mixed-age classes. The current allocation of time for each subject in the curriculum varies between year groups and does not ensure that all aspects of each subject are taught in sufficient depth, for example, music.
38. In most subjects, teachers plan carefully to ensure that pupils have opportunities to use their literacy and numeracy skills. For example, in a Year 4 design and technology lesson pupils used their numeracy skills when they went to the local supermarket. Good opportunities are planned by some teachers for pupils to extend their speaking skills or use their reading and writing skills. In history, for example, pupils studied the school logbook and a newspaper before undertaking their written work. However, in many subjects the use of photocopied worksheets limits pupils' opportunities to develop their writing. The curriculum for information and communication technology is not well planned. There is insufficient development of pupils' basic skills in this subject and too few opportunities planned for pupils to use the computer in other subjects.
39. The school makes every endeavour to include all pupils, whatever their ability or background, although there are differences in the performances in national tests of some groups of pupils. Parents were particularly complimentary about how all pupils are included in all aspects of the school and encouraged to do their best. The support offered to pupils learning English as an additional language and those with special educational needs is very good and ensures that whatever the ability or need of a pupil they are fully involved in all that is planned. This is also true of pupils who have special educational needs but there has been little development of a register of gifted and talented pupils. The school is socially inclusive. It is particularly aware of the needs of new arrivals and some girls who tend to be rather more reserved than most of the boys. Because of the school's positive actions these pupils are encouraged to participate fully in all activities, thus boosting their personal development as well as their academic skills.

40. The curriculum is well organised and all areas are open to pupils with special educational needs. These pupils are identified at a very early stage to ensure they receive the full benefit of the school's curricular provision. Individual education plans are comprehensive and appropriate to the needs of individual pupils. They are prepared by the special educational needs co-ordinator in consultation with specialist teachers, class teachers, parents and pupils. All contain individual targets, support strategies and success criteria. The school uses its entire special educational needs budget very effectively to employ specialist teachers and well-qualified and experienced support assistants. This ensures pupils are included in all activities both in and out of classrooms.
41. The good provision of extra-curricular activities is a significant contribution to pupils' academic, personal and social development. There is a wide range of activities such as 'Springboard', an after school activity designed to help pupils concentrate on aspects of school work which are giving them problems, dancing to pop music, computer club, Indian dancing, recorder club and art club. All are popular and the computer club and pop dancing are oversubscribed. In many subjects, especially geography and history, pupils benefit from numerous visits that enrich their learning and broaden their horizons. Older pupils go on an annual residential trip that gives them a taste of an outdoor and adventurous life. Themed weeks, such as the science week, also enrich the curriculum as these add to the profile of the subject while also giving pupils the chance to fully immerse themselves in one subject and develop their skills. Accounts of the last science week indicate that pupils learned a lot about experiments and investigating.
42. The provision made for pupils' personal, social and health education (PSHE) is satisfactory. The co-ordinator has developed a programme of lessons to be taught, but to date these are only specifically timetabled in Years 2, 3 and 4. Circle Time⁶ does not happen in all year groups. Various other topics are, however, adequately covered in other ways in the other year groups. For example, in Year 6 pupils are engaged on the 'DARE' project (Drug Addiction Resistance Education) which covers many aspects of PSHE. Sex education is covered appropriately through the science curriculum and boys and girls in Year 6 separately receive knowledge and guidance from the school nurse. When an issue about drugs is reported in the news or has caused an incident in the local community then teachers immediately deal with this. Drugs education is also more formally covered by the guidance given by the 'Drug Addiction Resistance Education' (DARE) speakers in Year 6. Pupils' drugs education is therefore adequately covered. However, there is some conflict within the school's PSHE programme. Although it has adopted a healthy eating project pupils are allowed to eat crisps and biscuits at break time. This is an example of a good priority for development not being carefully thought through.
43. The contribution of the community to pupils' learning is excellent and as stated in the last inspection report is a strength of the school. The links with the community are numerous and the school has appointed a person who works part time to co-ordinate the links and to seek appropriate funding. One of the projects, for example, is 'Scotalot' designed to give children knowledge and skills in growing organic fruit and vegetables. The school has rented an allotment and horticultural tutors are available to guide and assist teachers who hold lessons regularly at the allotment. Among further projects are: a partnership with New College to hold courses in the school for parents and others in the community and a project to raise awareness in the local community of the many positive aspects of living in Hyson Green. The school's involvement in these initiatives enables parents and others in the local community to have greater contact with the school and a greater appreciation of its work.
44. The school's good relationships with partner institutions are of benefit to pupils. The good links with relevant secondary schools enable parents to choose a school they consider most suitable for their children. Parents and their children visit the schools and in some cases Year 6 pupils are offered the opportunity to participate in science, music and sports events. The arrangements are a considerable help to smooth the transition to the children's next stage of learning. The school has especially good relationships with the special educational needs co-ordinator in the local secondary school. There is a good partnership with a City Technology College and the school offers work experience places to the older pupils from the college. The school also has good links with other training colleges. For example,

⁶ During Circle Time pupils discuss a wide range of personal and general issues. It is agreed by all pupils that no interruptions should occur and only one person at a time will speak. Respect for other pupils' views will occur at all times and therefore pupils feel confident that they can talk with ease and free from any form of interference of interruption from other children.

its placements for two students in childcare training and to trainee teachers from the local university both provide good support for the school while providing a good learning environment for the students.

45. The school makes good provision for the pupils' spiritual, moral, social and cultural development and the findings are broadly similar to those of the last inspection. The clear ethos of the school is visible in the concern of teachers and governors for the rounded development of the pupils as confident, young people.
46. Provision for pupils' spiritual development is good. As well as feeling comfortable with themselves, pupils are provided with the means of expressing their deepest feelings through prayer and reflection in the acts of collective worship. A range of interesting pictures and displays shown in classrooms and corridors promotes pupils' appreciation of the beauty around them. Teachers stimulate pupils' imagination and get them to think beyond themselves, for example, when they write imaginative stories and poems. Through performances of the school choir and the Indian dance group, pupils experience the joy of taking part or watching live performances. The school, however, does little to bring out the spiritual element in subjects, such as art and music and thus misses giving pupils opportunities for further development.
47. Provision for pupils' moral development is good. The behaviour policy is implemented in positive ways so that pupils are encouraged to behave very well, rather than discouraged from behaving badly. Very good relationships between staff and pupils create a climate in which pupils learn the difference between right and wrong and behave naturally in harmony with one another. Pupils behave very well because they have a clear understanding of what is expected of them. Pupils have a say in forming their own class rules so they have a clear idea of what is right and wrong and how their actions can impact on others. All adults in the school participate in encouraging positive behaviour and are themselves good role models for pupils to emulate.
48. Provision for the social development of pupils is very good. A highly developed sense of living in a friendly multi-cultural community is an aid to the formation of good social development. In addition to the examples set by staff, pupils have very good models of social behaviour in the work of the many visitors who support the school, for example a local minister who takes assemblies, the school nurse and a police officer who gives talks to Year 6 pupils. In lessons, teachers encourage co-operative working and pupils learn to work well with each other. Through their charity work, pupils develop an understanding of those less fortunate than themselves and can appreciate that these other people are also a part of their world.
49. Provision for the cultural development of pupils is satisfactory. The multi-cultural nature of the school is utilised well to develop respect and celebrate the various faiths represented. There is good provision in assemblies, whole celebrations and religious education for pupils to deepen their understanding of the different religious festivals and how these are valued in the different religions. In history and geography lessons pupils learn about their own local environment and develop a sense of belonging. In many respects, therefore, they are being well prepared for a life in a diverse British society. However, there is insufficient provision for pupils to learn about composers, artists and writers and this was commented on at the last inspection.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

50. The procedures for ensuring pupils' welfare are good and similar to that of the last inspection. Staff show appropriate concern for the needs of the pupils and provide good role models to encourage their development. Parents are pleased with the level of support in the school, seeing it as a caring community where staff are approachable if there are any problems. The procedures for monitoring pupils' academic performance and personal development and for providing educational and personal support and guidance are satisfactory. They have improved since the last inspection; substantial improvements have been made in the assessment of pupils' attainment in English, mathematics and science, although improvements in most other subjects have been recent. Test results inform the planning for pupils, learning experiences as well as providing targets to which to aim. However, although the school tracks pupils' progress and analyses data on pupil performance the analysis is not as extensive or as systematic as it could be; results are analysed in terms of gender and ethnicity but not by competency in English or length of time at the school. The promotion of good behaviour and personal development is good and pupils' achievements are celebrated well.

51. There are good procedures for dealing with child protection issues. The headteacher is the named person with responsibility for child protection; she receives regular training. The school has very good relationships with relevant outside agencies and does not hesitate to contact them when the need arises. All staff are briefed by the headteacher so that they too are kept aware of new developments. Despite this, some staff do not know that the headteacher is the designated person for child protection although they know to refer any concerns they have to her. Appropriate records of child protection matters are kept in secure conditions.
52. There are good arrangements for health and safety but these are not evident from the manual, which is comprehensive but imprecise. All statutory requirements are met but records of tests etc are not readily accessible. Although the school has undertaken a risk assessment concerning the use of the World Wide Web and emails, there is no school policy on Internet safety. This is due to be rectified immediately after the end of the inspection.
53. The procedures for monitoring and promoting good behaviour are good. The school has an elaborate personal points system for promoting various aspects of personal development, such as behaving well at all times, helping others, making special efforts and attending school regularly. The system is also a useful way of monitoring personal development. There are records of each pupil's personal points and the headteacher keeps a record of those pupils who behave aggressively or in a racial manner. Incidents of unacceptable behaviour are dealt with effectively. Pupils making efforts to behave well are noted and their names placed in a tin. At a 'tin' assembly held each week the names are read out and these pupils receive certificates.
54. The procedures for monitoring and supporting pupils' personal development are good. Teachers know their pupils very well, have good relationships with them and are alert to changes. All teachers keep records of the personal points system. Strategies for pupils' personal development include opportunities for children to participate in helping others and assisting in the school. The school has fully recognised the richness and complexities brought about by serving such a racially and linguistically mixed community. In line with the school's ethos, the staff work very hard to ensure that pupils are tolerant and respectful of each other. Many themes in assembly and activities in lessons and in particular pupils' personal, social and health education are aimed at this. There are several refugees and asylum seekers at the school, many of who arrive at times other than the start of the academic year, and often with little or no English. Support staff, especially the bi-lingual instructors, are used very well to ease these children, and their families, into the school and the community.
55. The procedures for promoting and monitoring attendance are good. Registers are accurately marked at the beginning of morning and afternoon sessions and good attendance is regularly rewarded. Good time keeping does not have such a high profile. The school has recently installed an electronic system for recording attendance but this is not yet fully utilised to track absences of all the different groups of pupils at the school. The educational welfare officer (EWO) visits the school every two weeks and visits the homes of poor attenders. The school and the EWO work hard to improve attendance. They need to continue their vigilance and work even more closely with parents and key members of the community to reduce the number of extended holidays being taken.
56. The good procedures for assessing the pupils' progress and attainment in English, mathematics and science include national tests at the end of Year 2 and Year 6 and optional non-statutory tests in Years 3, 4 and 5. In the remaining subjects of the curriculum, the procedures are less formal and many of them are new. For example, in both design and technology and art and design, new procedures have only been introduced in the last year. In many subjects, teachers assess pupils at the end of the each topic and they measure them either against the National Curriculum or against the expectations set out in the national guidance for the teaching of subjects. This is the case, for example, in history and geography. However assessment procedures are unsatisfactory in religious education and information and communication technology.
57. The procedures for assessing the children's progress and attainment in the Foundation Stage are good overall. Children are assessed when they first start in the nursery and are regularly assessed during the nursery and reception years. Although the school is awaiting the new assessment profile from the local

education authority, they have continued to assess the children's attainment effectively and use this information well to plan the curriculum and what the children are to learn, based on what they know and can do. The parents and carers are involved at every stage of this process, and the school strives to offer the children these assessments in their home language whenever possible. The records are up-to-date and regularly maintained; the record of achievement covers the six areas of learning and identifies the early learning goals.

58. The procedures for assessing the progress and performance of pupils with special educational needs are very good. The school uses a wide range of different tests and assessments to determine how they can best help pupils. Pupils are encouraged to take part responsibility for their learning by discussing their learning targets with teachers and parents. Class teachers and the co-ordinator ensure that all pupils are making good progress towards their individual targets, regularly reviewing individual education plans. The school has very good contacts with outside learning support services, using their advice very effectively. Although the school only has one pupil with a Statement of Special Educational Needs at the moment, provision for this pupil is also very good.
59. The bi-lingual support staff and the co-ordinator for pupils learning English as an additional language assess pupils at an early stage of English acquisition. This good and detailed evaluation of these pupils' language skills is used well to provide the most appropriate support for individual pupils. However, other than the assessment procedures used in English, there is no specific assessment of the level of competency of pupils who are more proficient in English. Although their needs are being well met in most classes, it is unclear if their needs could be better met as there is insufficient information about whether their competency in English may be adversely affecting their performance in other subjects.
60. There are satisfactory procedures for monitoring and supporting the pupils' academic progress. The subject co-ordinators for English, mathematics and science have recently started to look in detail at the performance of different groups of pupils represented in the school, for example, at differences in gender and between the different ethnic groups in the school. There is, however, a lack of consistency in the methods taken between these subjects; for example different formats are used. But more importantly the depth of analysis varies from subject to subject. Whereas all co-ordinators analyse data in terms of ethnicity or gender, only the mathematics co-ordinator has undertaken to study the relationship between performance and attendance.
61. The assessment data that the school currently collects is used well. Targets are set for the older pupils in the school, that is from Year 3 to 6, but this practice is less consistent in the younger classes in Years 1 and 2. The pupils are aware of their targets, what they need to learn to achieve at higher levels and where areas for development lie.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

62. The school has maintained the good partnership with parents mentioned at the time of the last inspection and works very hard to improve it. Responses to the parents' questionnaire and the pre-inspection meeting with parents show that parents have very good views of the school and consider it a happy environment.
63. The quality of the information provided by the school to parents is satisfactory. There are frequent and informative newsletters on all aspects of the school. Whenever necessary the services of the bi-lingual instructors are used to facilitate communication between home and school. Parents also receive an annual report on their children's progress. The latest computer-generated reports meet statutory requirements but tend not to be sufficiently individual. They omit to tell parents either what their children can do or how they can improve. There are termly meetings for parents and at the summer meeting pupil reports can be discussed. The prospectus and governors' annual report to parents are informative and meet statutory requirements. The headteacher maintains an 'open door' policy for parents so that matters of concern can be discussed.
64. The school makes a great deal of effort to involve all parents in the life of the school and their children's education. Particular care taken in the Foundation Stage ensures that good relationships and contacts with parents are made. In the nursery, parents are encouraged to help their child settle and regular formal meetings between staff and parents ensure that the children's first experience of school is a good

one. Such a warm welcomes is also extended to parents of new pupils who start at other times of the year. The school is active in ensuring that many of these families are well settled and receive the appropriate support. For example, a toy library for the children of asylum seekers has been established. The school, via the community room, hosts many other courses enabling parents to develop their own skills as parents and in the English language. There are appropriate links made between school and home via homework. This is regularly set and parents are encouraged to support their children in this aspect of their school work.

65. Parents' contribution to their children's learning at school and at home is satisfactory. Pupils' reading diaries indicate that family members often hear them read and are therefore supporting their homework. Parents also help the school to run effectively by ensuring their children are smartly dressed in their school uniforms and they are supportive of the school, although a significant number of them do not get their children to school on time or ensure that they attend regularly. Reading diaries are used as a means of communicating with the class teacher. In the home/school agreement parents have indicated their acceptance of the responsibilities shown.
66. Parents of pupils with special educational needs are involved well in their child's support. They are informed at an early stage as soon as the school has concerns, usually in the nursery, and are consulted in all procedures, sometimes with the help of an interpreter. Parents are kept well aware of the individual education plan's targets for their child and are encouraged to share in the setting and achievement of these targets. The special educational needs co-ordinator makes every effort to ensure that every parent is consulted about their child's education plans even if they do not attend the review meetings.
67. The parents of pupils learning English as an additional language also receive good support. Bi-lingual instructors make considerable effort to keep parents informed of the progress their children make in lessons and to help sort out any problems that may arise both in school and in family life. For example, they make phone calls to pupils' homes if pupils are sick. Sometimes they translate official documents and put families in touch with agencies who can help them. The staff know that confused and frightened pupils cannot learn and take great pains to overcome any barriers to learning by providing them with a very warm and caring environment. They work closely with the welfare worker for asylum seekers to ensure that pupils' needs are met both in and out of school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

68. The leadership of the school is good. The headteacher provides a clear educational direction for the school. The headteacher has perceptively identified the greatest priorities at the school; standards in terms of attitudes, behaviour and the basic skills of literacy and numeracy. To raise standards and provide a high quality education for all pupils irrespective of attainment level and ethnic, cultural or social background she has built up excellent links with the community and an effective team of adults who have responded well to the challenges of the changing area in which they work. These priorities are a clear reflection of the aims of the school. The headteacher is also very aware of the aspects of the school that need development and has, in many cases, put in appropriate support and guidance. There have been changes in the senior management since the last inspection. The school was without a deputy headteacher for two years and there is currently a serious weakness at a senior level. This is being managed appropriately but it has had a negative impact on the management of the school. The headteacher has also taken on a significant amount of teaching to ensure that the difficult Year 5 class is taught and managed well. These two factors mean that the leadership and management of the school are not as strong as at the time of the previous inspection when it was judged to be very good.
69. The management of the school is sound. The headteacher has delegated many responsibilities well. Most staff have responded positively to the responsibility and authority that they have been given. The senior management team is fully involved in the day-to-day running of the school. Daily briefings and a more formal weekly meeting ensure that they understand what is happening in school. The majority of the team work very effectively, but the effectiveness of the whole team is not helped by the weakness of one member. The subject co-ordination of English, mathematics and science is very good and some comprehensive procedures have been established for monitoring the quality of teaching and learning. The observations of lessons made by these co-ordinators are well focused and discussions with staff highlight areas of strength and areas for development. These are then incorporated into both individual and whole-school training sessions, for example, a training course on further developing the speaking and listening skills of pupils across the school has been planned following the good practice observed in Year 6.
70. The leadership and management of other subjects of the curriculum are less well established. Although most have a clear idea of how they would like their subject to develop and plan for this, the monitoring of teaching and learning is not well developed. There are weaknesses in the leadership and management of music, religious education and information and communication technology.
71. The co-ordinator for pupils with special educational needs performs the role very effectively and has ensured that the school meets the new requirements for pupils with special needs. Providing for the needs of pupils with special educational needs has a high priority. In the time she has been co-ordinator she has reviewed and revised procedures and put in place a very good system of identification and review. Her rather limited non-class time, half a day a week, is used effectively to liaise with parents and outside agencies and to keep up to date with any necessary documentation. This is especially important due to the very large number of pupils with special educational needs in the school. At the time of reviews of pupils' individual education plans, the co-ordinator has a week's release from her class so that full discussion is achieved between herself, teachers and parents.
72. The newly appointed co-ordinator for pupils learning English as an additional language has made a very good impact on the quality of provision for these pupils. She has a clear idea of the action needed to raise the attainment of pupils from all ethnic minority groups. She manages her team very well indeed and, as a result, pupil progress is maximised and a good working relationship built between class teachers and support staff. The leadership and management of this aspect of the school have improved since the time of the last inspection and are now very good.
73. Provision for pupils in the nursery and reception class is led and managed well despite the difficulties created by these classes being situated in two different buildings. Assessment of pupils' attainment on entry to school has led to the school organising nursery, reception and Year 1 classes in such a way that the very highest priority is given to developing areas where pupils' skills are particularly weak. As a result, pupils achieve well in personal and social skills and in their language development.

74. Planning for development and improvement is generally sound. The priorities chosen by the school are appropriate and good progress has been made in raising the standards in English, mathematics and science since the last inspection. All members of staff are fully involved in formulating the plan and help to identify appropriate targets for improvements in all subjects of the curriculum. Other important aspects of the curriculum are also planned for and addressed, such as the basic skills of literacy and numeracy, the personal development of pupils and the provision of visits out of school to help counteract the high levels of deprivation in the area.
75. The quality of whole school self-evaluation and development planning, however, requires some refinement. Currently, not all aspects of the school are regularly or systematically evaluated. Planning for the future only covers key aspects of the school and other areas such as the building are neglected. Although key priorities for the next two years are briefly mentioned in the school development plan their narrowness and brevity makes the long-term development of the school unclear. The school is good at responding to initiatives, such as the Asian Women's radio station and the 'Healthy Eating Project', but these are not planned and there is therefore a danger that the energy directed at school improvement may be dispersed.
76. There is a comprehensive performance management policy and the professional development of all staff, including support staff is well catered for. Individual teacher targets are closely linked to the whole-school targets and they are effectively monitored to ensure that they are having a positive impact on teaching and learning. In the past year the focus has been on writing, the benefits of which have been seen during the course of the inspection. Performance management has also enabled the headteacher to identify weaknesses in the quality of teaching, such as in Year 5, and to offer appropriate support and guidance to the teacher.
77. There are good procedures for the induction of staff new to the school and for the training of new teachers. Appropriate mentors are appointed to ensure that teachers new to the school receive guidance and assistance as required. The school is an active and a very suitable provider of work placements and has at present two student teachers as well as two students of childcare.
78. The governors provide satisfactory support for the school. The chair and vice chair of governors are knowledgeable about many aspects of the school and as there are several members of staff on the governing body they are equally well appraised. The remaining governors represent the local community and parents. The governors appreciate the way in which the population has changed in recent years and of the particular challenges it now faces. They are aware of the strengths and weaknesses of the school and how the school is attempting to raise achievement in English and mathematics.
79. The governing body is enthusiastic, committed to the success of the school and has established an appropriate committee structure and good working relationships. However, the governors are not sufficiently involved in formulating the school development plan. They monitor the effectiveness of decisions mainly through reports received from the headteacher and co-ordinators. They rely heavily on the headteacher and senior staff in the formation of policies. All statutory responsibilities are appropriately met, for example, in the performance management policy and that for race equality. This policy is based upon guidance given by the local education authority; the governors check that the appropriate procedures are followed in the rare occurrence of racist incidents. However, the governors have not ensured that all non-curricular policies and practices are up to date. For example, insufficient efforts have been made towards a whole-school approach to Internet safety and whilst provision for pupils with disabilities is very good, as yet, there is no formal policy or development plan.
80. There is a very good match of teachers and support staff to meet the demands of the National Curriculum. There is a full complement of qualified and experienced class teachers. Many teachers have particular strengths in the teaching of English and mathematics. The appointment of an Advanced Skills Teacher for science has had a considerable impact on the subject. Pupils benefit greatly from close supervision and work in small groups due to the very good ratio of teachers and support staff to pupils; it is much higher than that found in other schools of the same type. The support staff of the school, four of whom are specially trained to support pupils with special educational needs, are all experienced and well qualified and act as good, patient, social role models for their pupils. The bi-lingual instructors are

equally well skilled and they use their knowledge of pupils' first language and their home cultures to good effect.

81. Accommodation is good and sufficient to meet the demands of the curriculum. There is plenty of space, but the fabric of the building is showing its age. A number of window frames are rotten and there are numerous leaks from the flat roof in the Key Stage 2 area and in the hall and dining room. Some of these points were raised at the time of the last inspection and have not been fully addressed. The school does not have a detailed programme for building maintenance to ensure that repair work and re-decoration are carried out. The inside of the building is clean and bright and large effective displays help to create a stimulating learning environment. The nursery, housed in a separate building, is particularly stimulating. In addition to the classrooms there is a separate computer room, library and a room for community activities. There is also the 'Rowan Centre'; a group of small rooms that are used well by staff to teach small groups of pupils. The school has two toilets for the disabled and there are several permanent ramps allowing access to all parts of the school to wheelchair users. The school has not yet carried out a survey under the discrimination of disabilities regulations but is well placed to meet most of them.
82. Resources are generally sufficient in both the school and the nursery, except for a few subjects. There are insufficient resources for all aspects of information and communication technology to be taught. In addition, although there is a sufficient range of tools and equipment for design and technology, there are too few of them for either groups of pupils or whole classes to use at the same time. Resources for special educational needs are good. There is a wide range of attractive, practical and well-organised resources to support pupils who are learning English as an additional language; the good use of these enhances and enriches the curriculum for all pupils in the school.
83. The school manages its many sources of finance well. Decisions are taken in consultation with the governing body, the senior management team and teaching and support staff and are used in the best interests of all pupils to extend their learning. The finance committee of the governing body monitors all spending closely, so that the many additional funds can be quickly made available for use in the school. The school has been very successful in obtaining funding from a wide range of sources including the previously mentioned Ethnic Minority Achievement Grant (EMAG) and the National Lottery. The school receives a considerable amount of money to support the learning needs of its pupils. Funds allocated to pupils with special educational needs are spent very well as are those for pupils learning English as an additional language. Spending on teaching and support staff is very high in order to achieve the best possible outcomes for the learning of so many groups of pupils with different needs in relation to the basic skills of literacy and numeracy, as well as their personal development.
84. At the end of the last financial year the school had carried over seven per cent of its budget. This was greater than the planned carry forward and came about due to additional funding for refugees and asylum seekers being given to the school late in the financial year. Although the budget forecast for this year is for a deficit, extra funds, for example, finance concerned with the EMAG, are still to be allocated.
85. The day-to-day administration of finance is also good. There has been no recent audit report, but reported minor weaknesses in the school's administrative systems in 1997 have all been satisfactorily resolved. The school applies the principles of best value well, for instance by requesting at least three tenders before the purchase of replacement windows or photocopying paper. It also consults with staff, although not regularly with parents, and compares itself with other schools. A useful document has also been formulated indicating the role of the staff in the school financial administration to leave them free to teach. Although the school makes satisfactory use of the new technology such as electronic mail and financial management in its administration, provision for pupils' learning in the use of information and communication technology is under-developed and is overall unsatisfactory.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

86. In order to further improve the school, governors, the headteacher and staff should:
 - (i) raise standards in:

a) English by:

- teaching handwriting uniformly across the school;
- establishing an agreed approach to the teaching of phonics;
- teaching the higher order reading skills for more able pupils;
- providing more opportunities for pupils to develop their speaking skills; and
- reducing the number of photocopied work sheets used.

(Paragraphs 3-6, 108-118)

in mathematics by:

- improving the pace and the challenge at the start of the daily mathematics lesson;
- making greater use of the end of the lesson to assess pupils' understanding and extend their thinking;
- teaching a wider variety of mental strategies; and
- providing more opportunities for pupils to apply their mathematical knowledge to problems and investigations.

(Paragraphs 3-6, 119-127)

(ii) raise standards in information and communication technology by:

- planning for the progressive development of basic skills;
- developing a range of teaching strategies appropriate to whole-class teaching in the computer room;
- planning for information and communication technology to be used fully in other subjects;
- developing a whole-school method of assessing pupils' attainment and progress; and
- providing sufficient equipment to ensure that all aspects of the National Curriculum for information and communication technology can be delivered.

(Paragraphs 11, 22, 24, 34, 37, 38, 56, 82, 83, 113, 118, 126, 146, 149, 154, 156-163, 169, 180)

(iii) improve pupils' rate of attendance and their punctuality by continuing present good practice and:

- make greater use of the electronic recording system; and
- work closely with parents and key members of the community.

(Paragraphs 2, 6, 21, 53)

(iv) improve the management of the school by:

- refining the school's approach to whole school self-evaluation and planning for the long term;
- improving the effectiveness of the senior management team;
- strengthening the management of music, religious education and information and communication technology.

(Paragraphs 68, 69, 70, 75, 160, 168, 181)

(v) ensure that the curriculum is broad and balanced and meets all statutory requirements, as well as the requirements of the locally agreed syllabus by:

- teaching all aspects of information and communication technology;
- following the locally agreed syllabus for religious education; and
- reviewing the current allocation of time to ensure that all subjects are taught in sufficient depth.

(Paragraphs 10, 12, 34, 37, 38, 157, 159, 177)

(vi) develop further the systems for tracking and supporting pupil progress and engaging in more extensive and systematic analysis and evaluation of pupils' attainment and progress of all the groups of pupils who attend the school with particular reference to:

- assessing and comparing pupil performance in relation to their levels of competency in English; and

- the attainment and progress of pupils who join the school other than at the start of nursery.

(Paragraphs 50, 59, 60, 92, 108, 118, 127, 137)

Governors may like to consider the following points for inclusion in any future development plans:

- improving the quality of reports to parents on their child's progress;

(paragraph 63)

- developing a system of marking that encourages pupils' learning;

(paragraphs 31, 117, 124, 135)

- improving resources for design and technology.

(paragraphs 82, 146)

THE PROVISION FOR AND STANDARDS ACHIEVED BY PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

87. The provision for children who are learning English as an additional language is very good and is a strength of the school. This aspect of teaching and learning is well managed by the co-ordinator who was appointed to the post in September 2002. She has already made a marked impact on the provision for pupils who are at an early stage of learning English. She is supported very well by the headteacher and a group of four dedicated colleagues who are funded especially for this purpose. They keep their professional knowledge up to date by regular attendance at training courses. They also draw on additional expert help from the local education authority and other local specialist groups whenever the need arises.
88. There is a well considered system to help pupils settle into school. Home visits are made whenever there is a need. Interpreters and bi-lingual support are available to help parents and children understand about school. Translations of information about the school can be provided if necessary, but the staff rightly believe that friendly faces are the best way to help families to settle in and introduce newcomers to other families who speak the same language.
89. Bi-lingual support assistants make a considerable effort to keep parents informed of the progress their children make in lessons and to help sort out any problems that may arise both in school and in family life. For example, they make 'phone calls to pupils' homes if pupils are sick. Sometimes they translate official documents and put families in touch with agencies who can help them. The staff know that confused and frightened pupils cannot learn and take great pains to overcome any barriers to learning by providing them with a very warm and caring environment. They work closely with the welfare worker for asylum seekers to ensure that pupils' needs are met both in and out of school.
90. Because of good pastoral care and skilled teaching, most pupils learning English as an additional language do not achieve noticeably differently from any other group at the school. However, school data shows that pupils of a Pakistani heritage have more extended holidays and this adversely affects their performance, especially in mathematics. All children make good progress in learning. However, the pupils who start school in the nursery do not acquire sufficient fluency in English to achieve the national average by the time they are seven. By Year 3, however, most of these pupils take part in and contribute to all subjects of the curriculum when given support in reading and writing. By the age of 11 the command of English of those pupils who started their education in the nursery and maintained good levels of attendance equals that expected for their age. They have therefore achieved, and often exceeded, the expected rate of learning English for pupils who start their education with little or no English. However, there are a large number of pupils who do not start school in this country until they are older or who have high levels of absenteeism and many of these pupils do not have sufficient time to become fluent in English before taking the national tests at the age of 11 for them to achieve the national average.

91. There is a good number of staff employed specially to work with pupils who are learning English as an additional language. They have a good understanding of the needs of these pupils and are particularly skilled at supporting children new to English, both within the classroom and when working with pupils in small groups. Some of the classroom assistants are bi-lingual. This skill is used very well to help pupils understand what is being taught and because of this they often make good progress. All support staff are fully involved in planning lessons together with the class teachers and most class teachers have a very good range of strategies and resources to meet the needs of pupils learning English as an additional language when they do not have additional support in the classroom, for example in history and geography lessons. In such lessons good use of visual resources, careful explanations of historical and geographical words and tasks matched to pupils' different needs ensured that pupils achieved well, as in the case of the Year 3 history lesson on the fatal accident of a child knocked down by a tram.

92. Those pupils with little or no English are immediately and thoroughly assessed as soon as they start school. This is followed up by good day-to-day monitoring of their progress as staff keep precise and detailed records. However, there is insufficient assessment of pupils' competency as they become more proficient in English. Therefore, the development needs of these pupils is not adequately assessed. Neither is it possible, therefore, to analyse pupils' achievement in other subjects against their levels of competency in English. The co-ordinator is aware of the need for an improved record keeping and tracking system.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	64
Number of discussions with staff, governors, other adults and pupils	45

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	12	30	18	3	1	0
Percentage	0	19	47	28	5	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 just under two percentage points. .

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)	49	205
Number of full-time pupils known to be eligible for free school meals		102

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		33

English as an additional language

	No of pupils
Number of pupils with English as an additional language	180

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	34
Pupils who left the school other than at the usual time of leaving	13

Attendance

Authorised absence

	%
School data	6.6

Unauthorised absence

	%
School data	0.8

National comparative data	5.4
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National comparative data	0.5
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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)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	23	26	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	15	12	16
	Girls	11	11	14
	Total	26	23	30
Percentage of pupils at NC level 2 or above	School	67 (63)	59 (47)	77 (67)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	15	18
	Girls	11	14	14
	Total	26	29	32
Percentage of pupils at NC level 2 or above	School	67 (60)	74 (67)	82 (63)
	National	85 (85)	89 (89)	89 (89)

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	17	17	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	6	14
	Girls	8	6	13
	Total	13	12	27
Percentage of pupils at NC level 4 or above	School	38 (55)	35 (32)	82 (63)
	National	85 (85)	89 (89)	89 (89)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A	N/A
	Girls	N/A	N/A	N/A
	Total	N/A	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A (48)	N/A (40)	N/A (52)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British – Indian
Asian or Asian British – Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
48	0	0
0	0	0
15	0	0
11	0	0
2	0	0
0	0	0
0	0	0
32	0	0
100	0	0
14	0	0
3	0	0
8	0	0
7	0	0
0	0	0
0	0	0
8	0	0
5	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, 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)	11
Number of pupils per qualified teacher	18.6
Average class size	26

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	299.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	24
Total number of education support staff	1
Total aggregate hours worked per week	35

Financial information

Financial year	2001/02
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	£
Total income	709,660
Total expenditure	677,273
Expenditure per pupil	2614
Balance brought forward from previous year	15,201
Balance carried forward to next year	47,587

Number of pupils per FTE adult	8
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FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
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	254
Number of questionnaires returned	113
Percentage of questionnaires returned	45

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	22	2	0	0
My child is making good progress in school.	65	33	1	0	1
Behaviour in the school is good.	60	33	3	0	4
My child gets the right amount of work to do at home.	47	37	7	3	6
The teaching is good.	71	24	2	1	3
I am kept well informed about how my child is getting on.	65	25	4	2	4
I would feel comfortable about approaching the school with questions or a problem.	74	20	4	0	2
The school expects my child to work hard and achieve his or her best.	81	17	1	0	1
The school works closely with parents.	59	32	3	2	4
The school is well led and managed.	70	23	2	2	3
The school is helping my child become mature and responsible.	72	26	0	1	1
The school provides an interesting range of activities outside lessons.	60	28	4	2	6

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

93. The provision in the Foundation Stage for the youngest children in the school is good, with some very good aspects, such as the provision for personal, social and emotional development. The provision for the youngest children in the school has been maintained since the previous inspection. The teaching is good and the children achieve well from a very low base on entry to nursery. The provision for children identified as having special educational needs is good. Children who start school with little or no English language get very good support; their bilingual skills are valued and promoted effectively, especially in the nursery. The behaviour of the children is good overall and sometimes very good. The procedures for assessment and the learning opportunities provided for the children are good, they include the early learning goals and reflect the stepping stones. The attainment on entry to the nursery is poor overall, with very poor skills in hand control and, because for many children English is not their home language, skills in speaking, listening and comprehending English is also very poor. By the time the children leave the reception year they have made good progress towards the early learning goals, but their skills are still well below those expected for their age when they first start school.
94. Despite the good education that they receive and the good progress that children make when they are at school overall standards by the end of reception are well below those expected for their age. This is not only because of the very weak English language skills of many of the children but also because about 25 per cent of children who finish reception did not attend the nursery. They do not therefore benefit from the very good provision they would have received. In addition, poor attendance and lateness mean the children do not always gain full benefit from the very good range of activities provided.
95. Children come into the nursery shortly after their third birthday; they stay in the nursery class for two years and then transfer to the reception year just before they become five years of age. In the past this transfer occurred every half term, but now takes place termly. There is currently a nursery class that has children attending either in the morning or the afternoon and a combined reception and Year 1 class. All this means that for some children their time in reception is limited and they may only spend one or two terms in this class, depending on when their birthday falls in the academic year. The staff are aware of this and make appropriate arrangements for the children to ensure that children in the reception have a good chance of building upon the knowledge and understanding that they may have gained earlier.

Personal, social and emotional development

96. The children's personal, social and emotional development is very well promoted. In the nursery all staff interact very well with the children and have created a pleasant, secure environment with a very good range of relevant activities to promote learning. This is built upon in the reception year where children continue to have the benefit of good role models in the staff; they treat all children with respect, understanding and courtesy. Because of this very good support and encouragement, most children develop good levels of confidence and self-esteem. All children also learn about a range of faiths, cultures and backgrounds. The children in the nursery are given good opportunities to be independent and to attend to their own needs whenever possible. There is a reasonable level of access to a range of materials and resources, especially for creative work, but this is not as well developed in the reception class. From a low starting point in nursery, children make very good progress in their personal development and most are likely to meet the early learning goals in this area of their learning.

Communication, language and literacy

97. Children start nursery with very low levels of English language. Most of them either have no English language or are first stage English language learners. The children's development in communication, language and literacy is well promoted with a good range of activities to support skills in literacy. It is because children start from such a low level that they are unlikely to meet the expected level for their age by the time that they start Year 1. By the end of the reception year, levels of attainment are likely to be

well below the expected level for their age because of the number of pupils learning English as an additional language and poor attendance.

Speaking and listening

98. A few children are quite articulate but most are not skilled in conversation. Some know few if any words and others, even those whose first language is English, are still immature in their speech. Therefore most children commence their education with very poor skills in speaking and listening. There are many opportunities for the children to listen well and they are learning to do this, paying good attention and listening attentively. There is very good emphasis placed on role-play in the nursery, for example the bakers' shop and baking activity linked well together and the role-play area is well resourced and attractively presented. Sometimes in the reception year the children spend rather a long time listening at the beginning of the lesson, but they continue to behave well and respond appropriately. Resources for imaginative play in the reception class are adequate, but not as invitingly presented to encourage the children to develop their conversation, although adults interact well with the children and chat as they play. There are good levels of participation by staff, with good support for those children learning English as an additional language.

Reading

99. The children in both year groups can handle books correctly, use them properly and are showing an increasing awareness that print has meaning and conveys a message. Many children, and in particular in the nursery, are aware of the stories in books and even very young children can attempt to re-tell a story because they have been given so much very good practice. For example, in the nursery three groups of children of differing abilities and skills participated in similar activities based on the same book, 'The Very Hungry Caterpillar'. The slightly different approach for each group of children, for instance supporting bi-lingual children, was a very good means of reinforcing language and literacy in an interesting and enjoyable way. A good emphasis is given to learning about books, words and letters, especially in the reception class.

Writing

100. In the nursery the children have very good access to an area for writing where they can practise their skills in making marks, symbols and attempting to write simple words, such as their own name. The children in reception also practise writing, but they frequently use worksheets and opportunities for independent writing are not as frequent. Also generally not enough emphasis is placed on correct letter formation and the use of laminated surfaces and felt pens for writing makes it more difficult for young children to form letters carefully and correctly.

Mathematical development

101. Most children start nursery with very limited understanding about numbers and quantity. Due to the good teaching they receive and the good emphasis that is placed on developing their mathematical understanding most children progress well in their mathematical development.
102. There is a very good range of practical activities in the nursery, such as using sand and water, that are used to develop mathematics. Through number rhymes and stories, children also begin to develop a better understanding about numbers and how they relate to each other. They also begin to understand shapes and these ideas are very well reinforced through incidental activities and play, for example in the baker's shop. Pattern making is also given good emphasis and the staff are adept at reinforcing the correct mathematical terminology, for example that a butterfly, in the story about the 'Very Hungry Caterpillar' has a symmetrical pattern. In the reception class the children continue to learn about numbers, shapes and ideas about measurement. The children's learning is more productive when they have practical experiences, which build on the work they have undertaken in the nursery. Sometimes worksheets are used too much and limit the amount of actual mathematical thinking the children do.
103. Despite the high quality provision most pupils are likely to remain well below the expected level at the age of five because of the very low point from which they started and issues such as poor punctuality.

Knowledge and understanding of the world

104. The children come into the nursery with very little understanding of the world around them. They are, however, provided with a good curriculum that has plenty of opportunities for them to explore their environment. For example, when the children handle dough to make currant buns they also develop their understanding about how when ingredients are blended together substances change. They are encouraged to be observant and to be aware of living things. There is a very good range of trips and visits provided by the school, which enhance this area of the curriculum. The children are developing their skills using the computer, because they are given good access to the keyboard, which also helps their physical development, for example using the mouse properly. There are experiences for the children to make their own models, using recycled materials, but access to an increasing range of materials, tools and equipment is limited, especially in the reception class, to help the children re-apply their skills and the techniques they have been taught. The staff plan a good range of activities to reinforce the children's ideas about a variety of cultures, traditions and backgrounds and the work is well supported, for example, using attractive displays about 'Eid'. Although pupils make good progress due to the good range of quality of experiences they are offered, it is likely that most of them remain below the expected level for their age by the time they leave the Foundation Stage.

Physical development

105. When the children first start in the nursery they have little hand control and little experience of using a range of apparatus to develop their physical skills. They are offered a good variety of activities in the nursery and this work is continued through the reception year. Their skills are well promoted through using climbing frames and other equipment to climb, jump and balance. This work is carefully thought through by the staff and planned very well to ensure the children receive a good balance of activities. The older children use the school hall to practise their skills and both age groups use bats, balls and other equipment to practise skills for games, such as throwing, catching and aiming at a target. The children of both ages use the bikes in the nursery outdoor area; their skills here are developing, but they need a lot of instruction on how to pedal, push and propel themselves along. However, they have a good awareness of space and can negotiate obstacles and other children during these enjoyable sessions. Staff plan a range of activities to promote and develop children's hand control. These include using malleable materials to strengthen muscles and manipulative dexterity. The children use a range of tools and implements in their writing and creative work, such as felt pens, pencils and brushes. Other activities such as playing with sand and water help them to practise pouring, digging and scooping.
106. Although pupils make good progress in this area of their learning in the Foundation Stage it is unlikely that many achieve the early learning goals because of their low levels of prior attainment and poor attendance.

Creative development

107. The children's creative development is valued in the school and there are appropriate opportunities for the children to explore sound and respond to music. They are learning to handle musical instruments properly and to sing songs and nursery rhymes. There are very good experiences provided for the children in the nursery to engage in imaginative play and the children have reasonable access to role-play in the reception class. There is a range of materials for the children to use to explore using their senses and the children are learning to paint, draw and make collage. There are materials for the children to choose in their activities, but the way in which the areas are organised, especially in the reception class, means it is not easy for young children to self-select from an increasing range of resources to inspire them in their independent creative work. Because of this good teaching, children in the Foundation Stage make good progress in developing their imagination and creativity, although very few are likely to achieve the early learning goals in this area of learning.

ENGLISH

108. Current inspection findings show that by the age of seven, attainment is similar to those achieved in the national tests held in 2002: attainment in speaking and listening and reading remains well below the level expected for their age. The standard of writing remains very much lower than expected. Results in the national tests for 11 year-olds showed attainment in reading to be well below that expected for their age and in writing it was very low. Whilst standards in English remain lower than those expected for their age

standards in Year 6 have shown an improvement during the current year. This is partly due to the school's effective focus on the teaching of English. Standards are now below those expected in speaking and listening and in reading and well below in writing. The 2002 test results showed a slight difference between the standards attained by boys and girls at the age of seven and a marked difference at the age of 11, with girls attaining less well than boys (against the national trend). During the inspection, no marked difference between the attainment of boys and girls was seen. Lesson observations and school data also show that there was little difference in the attainment of pupils from different ethnic minorities. There was insufficient data or evidence about the attainment of pupils who joined the school after the start of Year 3 or of pupils at different levels of competency in English to determine if any specific group was achieving more or less than another.

109. The progress made by pupils throughout the school has improved since the previous inspection and is now good in speaking and listening, reading and writing. This is because of the way in which lessons for pupils of different ability are planned and organised. Many pupils in Years 3 – 6 are taught in small groups. The introduction of the National Literacy Strategy has also had a positive impact. The school works hard to provide opportunities for all groups to learn and work together. Pupils with special needs make good progress with their learning and are well supported in lessons by learning support assistants. In every class there are several pupils who are at an early stage of English acquisition and most other pupils have English as an additional language. The school has adjusted the organisation of English lessons to meet the needs of all groups of pupils and all achieve well because of the good deployment of staff and the organisation of pupils into smaller teaching groups.
110. In speaking and listening, despite the good progress made, standards at the age of seven are well below those expected because pupils enter school with very low levels of communication skills. The good progress made continues throughout Years 3 – 6, but, although standards show an improvement, by the end of Year 6 they are still below those expected nationally. This is because of the high number of pupils whose first language is not English. All teachers provide opportunities for pupils to speak and listen in lessons but the impact of this is not equally effective in every class. In Year 1, very good strategies used to check pupils' understanding of spoken English were observed. In a literacy lesson, after an initial explanation to the whole class, the class split into two groups to discuss the tasks they were to do. One group worked with the bi-lingual support assistant who repeated what the teacher had told the children and asked them questions in their own language. She accepted answers in either language, but, where they answered in their own language, she repeated the child's response in English. Those fluent in English worked with the class teacher who fostered their speaking and listening at the appropriate level. The specialist teacher for pupils learning English as an additional language worked with the bilingual assistant, noting pupils' responses and analysing the needs of those learning to speak English. This was a most appropriate use of her time. When the class reassembled, the teacher demonstrated the task by modelling writing and then gave pupils the chance to practise in pairs before they worked on their own. By breaking down the lesson and tasks to match the needs of the pupils she was sure everyone understood what was required of them.
111. In another very good lesson in Years 5 and 6, pupils were given opportunities to present formal talks on subjects that interest them. The performance observed was of a high standard. The talk was well put together, the subject of sword fighting was based on both research and a pupil's own knowledge. It was both informative and humorous and held the rest of the group's attention very well. The rest of the group asked pertinent questions and the speaker answered them well. Sometimes, however, the balance between speaking and listening is uneven and pupils spend too much time sitting on the carpet listening to teachers. This results in restlessness and lack of concentration. On such occasions, support staff are not used well as there is not a clear role to play in the introduction.
112. In reading, by the age of seven, despite the good progress pupils have made from a very low starting point, standards are well below the expectations for their age. Pupils continue to make good progress in Years 3 – 6 but their level of attainment in reading is still lower than the national average at the age of 11. Discussions with pupils indicate that the vast majority of them enjoy reading and it is clear from the scrupulously maintained reading diaries that pupils read regularly both at home and in school. Throughout the school structured reading schemes are generally used well to support pupils in the early stages of reading. Higher attaining independent readers select their own books from a wide range of fiction and non-fiction. Many of these pupils, however, whilst sounding fluent when reading aloud, do not

properly understand the author's meaning, for instance, in a book about a boy who claimed to have a pain on sports day. His mother said, *'Is that the same pain that you had last year on sports day?'* A Year 6 pupil thought that the pain was real and must be very bad because the boy had had it for a whole year.

113. Pupils make good progress in reading because they are given many opportunities to read in school, often with the support of an adult. However, there are weaknesses within the teaching of reading. Phonics are taught throughout the school but there are two systems. This leads to a degree of confusion amongst teachers as to what they should be doing and an inconsistent approach that also confuses the pupils. Other reading strategies are not taught systematically throughout the school and, as a result, pupils sometimes fail to use picture or contextual clues and cannot break down and build up unfamiliar words. By the end of Year 2, the most able pupils can use alphabetical order to find a word in a simple dictionary. They understand how the contents and index pages of a book are designed to help them find information, but the majority of children struggle to use a dictionary and have poor reference skills. By the end of Year 6 all pupils are able to use alphabetical order to find words in dictionaries, but their library skills are under-developed and many have little understanding of how to go about finding information books in the library. They do not use the school library for research often enough nor are they confident in using computers as a tool for research as too few opportunities are provided to do this.
114. The school has introduced a variety of initiatives designed to raise pupils' attainment in reading. These include the 'Share Project' which is designed to help parents of pupils in Year 1 help their children at home. Groups are withdrawn from class to participate in national strategies to help lower attaining pupils. There is also a local initiative to help individual pupils in Years 1 and 2. These initiatives help teachers to manage reading well for pupils of all abilities. The range and level of books provide a good challenge in lessons and in guided-reading time and there is a good balance between reading scheme books, books from children's literature and non-fiction texts. Teachers and learning support staff keep good records of pupils' reading which helps them guide pupils to more challenging texts and offer support when needed. The school provides a range of reading resources but there is a need for more books that will appeal directly to boys such as adventure stories. Throughout the school, extra time for reading is planned into the school timetable. This is generally used well not only to meet individual needs but also to give pupils plenty of opportunity to read in school. Pupils with difficulty in reading benefit from the expertise of the learning support assistants and are proud of the progress they make. Sometimes, however, when the extended literacy lesson is towards the end of the day, many pupils have difficulty in maintaining their concentration.
115. In writing, pupils make good progress but this is the weakest area of English. Standards in writing are very much below average by seven years of age and well below at the age of 11. In many classes, pupils' work is untidy and poorly presented. This is because handwriting is not taught consistently in a cursive style as described in the English policy. By Year 6, however, pupils' writing is neat, easy to read and written in a fluent joined style. The basic skills of spelling and grammar are taught in every class, but, despite making good progress, only the most able pupils attain the level expected for them in Year 2. The good progress that is made in Years 1 and 2 continues throughout Years 3-6 and, by the end of Year 6, half the pupils in the class have attained the level expected.
116. The quality of teaching of literacy skills ranges from satisfactory to very good. The overall quality of teaching is good, as it was at the time of the last inspection. In a very good lesson observed in Year 1, pupils were learning how to write a story and were asked to write the middle part of the story of Cinderella to add to the beginning that they had written previously. Because the lesson was very well structured, the task explained very carefully and sufficient adult support was available, all pupils were able to achieve the level expected for their age, including those who have English as an additional language. For example, a Pakistani boy wrote, unaided, *'The fery goD mother came to hup Cijrer'* (the fairy godmother came to help Cinderella) whilst a fluent English speaker wrote, *'Then fire god mutha apeada (appeared) and she gave ciderella clen clos.'*
117. Throughout Years 3-6 teachers carefully target the work they set to match the different abilities of the pupils. This works well and pupils write with increasing confidence and independence. The school works hard to provide a rich range of experiences for pupils to write about and teachers provide a wide range of writing tasks in lessons and pupils regularly write for different audiences and purposes. These include, stories, poems, letters of complaint and accounts of events. The valuable skills of taking notes are also

taught. Sometimes, however, there is an excessive use of worksheets across the curriculum. This limits the opportunities for pupils to develop their recording skills. The quality of marking varies from class to class. Often there are just ticks and words of praise. Sometimes however, teachers provide constructive criticism that helps to move pupils forward in their learning. All teachers provide homework regularly to help improve pupils' spelling and reading skills.

118. The co-ordination of the subject is very good. The two co-ordinators work well together and have a clear focus for the way forward and the raising of attainment. They have been successful in improving standards despite more pupils at the school with special educational needs or who are at an early stage of English acquisition. The National Literacy Strategy has been carefully implemented and teaching is well matched to the needs of different groups of pupils. The quality of teaching and learning has been closely monitored through observations and the analysis of planning and pupils' work. The procedures to assess pupil attainment are good and results attained by pupils are analysed and the analysis is used well to help modify the curriculum and set targets for improvement. The results of boys and girls and those of different ethnic groups are analysed to determine the relative performance of these groups although the analysis is not as extensive as it could be. Resources are good and generally used effectively in lessons but, at present, the library is not used well enough either as a learning resource or to teach library skills systematically across the school. Insufficient use is made of computers to teach the basic skills of literacy or to extend pupils' literacy skills.

MATHEMATICS

119. Pupils' attainment seen during the inspection is well below the expected level at both seven and 11 years of age. A minority of pupils in both age groups are working above the expected levels. This judgement is slightly higher than the 2002 national test results that indicated that attainment for both year groups was very low. This is because of the quality of support all pupils receive from teachers and support staff. Although the last national tests indicated underachievement in the performance of girls, no significant difference was noted during the inspection. School assessment data has also identified that those pupils of a Pakistani heritage do not achieve as well as other ethnic groups at the school, although such differences were not noted during the inspection.
120. All pupils make good progress because of small class sizes, good adult pupil ratios and the consistently good quality teaching they receive. The very good use of support in all classrooms ensures that the substantial number of pupils with special educational needs make good progress. Pupils learning English as an additional language also make good progress because of the emphasis given by the support staff to explaining key mathematical concepts and words and good teaching techniques of the classroom teacher, particularly the use of practical equipment. The progress that some pupils make, particularly those of a Pakistani heritage, is hindered by the number of extended holidays that they take.
121. There has been satisfactory improvement since the previous inspection. The National Numeracy Strategy has been successfully introduced into all classrooms leading to more confidence in teachers for teaching mathematics. The quality of teaching has improved since the last inspection, there was no unsatisfactory teaching observed during the present inspection. Work for pupils of all abilities is appropriately matched and the identified areas for development, for example, using and applying practical mathematical activities, is being improved.
122. By the age of seven only a minority of pupils have the expected understanding of the basic skills of number. Higher attaining pupils can identify odd and even numbers while some lower attaining pupils need support to understand the place value of digits and to sequence numbers to 100. Nearly all pupils have difficulty in discussing their work in mathematical language, but they are beginning to use symbols to represent their work. Pupils of all abilities are able to write their numbers neatly and correctly without being prompted. In their work on shape and space most pupils are able to measure and draw centimetre lines, recognise and name simple two-dimensional shapes like, squares, rectangles, triangles and circles. Only a few average and higher attaining pupils are able to describe their properties. There is little evidence of pupils collecting information and representing it as a graph or chart and this aspect of the curriculum is not being given sufficient attention.

123. By the age of 11 pupils have built steadily on the skills, knowledge and understanding acquired in their earlier work. Higher attaining pupils are able to order decimals but lower and average attainers have little understanding of this principle. Most pupils are able to use the principle of 'rounding up' for amounts of money up to a pound and ten pounds. However, their knowledge and understanding of percentages are limited. In their work on measurement, higher attaining pupils are able to use the correct vocabulary to solve simple problems covering length, capacity and mass. Although most pupils have difficulty in explaining their results, they are developing an understanding of the use of metric units and can add units of tens and 100s. In data handling most pupils have constructed a line graph linked to their science work to illustrate the use of electricity at different periods in a small town. High attaining pupils have begun work in calculating the mean of a set of data. Nearly all pupils of this age group have difficulty in developing their own strategies for solving problems and lack confidence in trying out their own ideas. Their ability to explain their methods of working in mental problem solving is weak due to their low levels of competence in English.
124. The quality of teaching and learning is overall good, with instances of satisfactory to very good teaching observed during the inspection. Nearly all teachers plan their lessons well, based on the National Numeracy Strategy format. Plans are modified after each lesson evaluation. For example, in a Year 4 lesson, the teacher began the mental activity on three-dimensional shapes because he had assessed that the pupils' previous understanding needed consolidation. Pupils generally know what they are going to learn because objectives are shared with the class at the beginning of the lesson. However, not all teachers use the start or the end of the lesson as well as they could. On occasion the start of lessons lacked either a lively pace that could capture pupils attention, or an emphasis on mental and oral work that would have helped to develop their basic skills and ability to explain their work. In the plenary teachers did not always assess whether the objectives had been covered, what pupils had learnt during the lesson or challenge their thinking. All teachers encourage the use of appropriate mathematical vocabulary during lessons and 'new words' are introduced at the beginning of lessons. In the very good quality lessons the pace is brisk and pupils are set challenging questions and tasks to promote learning and pupils are encouraged to explain their methods of working. Resources and equipment are used very well to give pupils 'hands on' experience of mathematics, for example, in the lower ability Year 5 group. Teachers' planning includes suitable work for all abilities and this is linked to the exceptionally high level of learning support by teaching assistants and the promotion of mathematical targets on the individual education plans of pupils with special educational needs. An analysis of pupils' work shows good, neat and well presented work that is marked up to date, especially for pupils in Years 3-6, but not all teachers use the opportunity to develop pupils' learning by the use of helpful comments. Worksheets are used extensively in Year 2 and this limits pupils' ability to record and present their work. Homework is used effectively and appropriately to develop learning by being relevant to the topic being worked on in classroom lessons. Pupils are well managed by nearly all staff and there are good relationships between all adults and pupils. All work is marked, although it does not provide sufficient guidance for pupils to understand their mistakes and know how to improve.
125. Pupils are generally keen and interested in mathematics and they respond well to their teachers and support staff, when working in a whole-class lesson, or in groups in or out of the classroom. They are attentive, concentrate and listen well during their various activities but a significant number of pupils learning English as an additional language have difficulty in explaining their work due to the under-development of their speaking and language skills. Standards of behaviour are consistently good and this leads to a sound standard of achievement over time for all pupils.
126. Mathematics is used well across the curriculum, for example, pupils' literacy skills are developed by an emphasis on vocabulary and speaking and listening in mathematics lessons and a Year 2 physical education lesson used pupils' knowledge of angles using half turns and full turns to develop their gymnastic skills. Year 6 pupils have used their mathematical skills to draw a line graph of a town's electricity use in their science work and have measured a cross section of a river during flood and drought in geography. The use of information and communication technology in mathematics is still comparatively under-developed.
127. The mathematics co-ordinator is experienced, very keen and enthusiastic and offers very good educational direction for the subject. She has a clear vision for development in the subject and has produced a useful document indicating the progress in mathematics since the previous inspection,

current action and the next steps for development. Pupils' attainment is regularly assessed and this is used to set them targets. Test results are analysed very carefully to identify areas for development, for example, the performance of girls, and the problem solving and investigation aspects of the subject. The tracking of pupils' progress in the subject has been started using a 'traffic light' system. Teaching and learning has been monitored by observation of the daily mathematics lesson in all classes. Resources for the subject are good, including the employment of numerous support assistants to ensure active learning by pupils of all abilities.

SCIENCE

128. Standards in science in the national tests for both seven and 11 year olds in 2002 were well below the national average, although in line with the average when compared to schools in similar contexts. This is a very good result considering the very low levels of attainment many pupils started school with and the weak literacy skills that many of them possess. Most pupils have, therefore, made good progress because of the quality of teaching they receive. Since the last inspection the school's science results have improved at a rate faster than the national average. The drive and energy of an advanced skills teacher for science, who is also the science co-ordinator, has given science a high profile and improved the quality of teaching and resources. Pupils with special educational needs make at least good progress. The proportion of pupils with special needs is high at the school and many of them achieve as well as their classmates. Pupils learning English as an additional language also achieve very well because of the quality of support they get from both their class teachers and the numerous support staff. There was no significant difference in the results of boys or girls or, based on school data, ethnicity.
129. Standards seen during the inspection were in line with the expected level for both seven and 11 year olds; these were much higher than those achieved in the national tests or 2002. Pupils' attainment in class is higher because of the high quality support and teaching they receive. This enables many pupils to understand the questions being asked and therefore to participate fully in the lesson thus deepening their knowledge and understanding. In test conditions such levels of support are not permissible and as many pupils have low levels of literacy they find it difficult to comprehend questions posed in written formats and therefore do not perform as well.
130. Pupils in Year 6 undertake numerous experiments that develop their scientific enquiry. They have, therefore, a reasonable understanding of the need to hypothesise, conduct a fair test and why it may be necessary to conduct a repeat test. They use this approach in many aspects of their work. For example, in their work on materials and their properties they investigated why some substances dissolved better than others. In another on living things, they undertook an experiment to see how water is transported through a plant. Such experiments and the recording of results followed a prescribed process or method. This limited pupils' opportunities to select and record a suitable approach when trying to answer a scientific question. Most have a good understanding of the effects of exercise on the human pulse rate and the importance of eating healthy food. They have a sound appreciation of how to group and classify materials. They have managed to successfully classify a set of rocks according to their characteristics that include texture, appearance and permeability. At this stage of the term there was no evidence of pupils undertaking any work related to physical processes, although it is planned for later in the year.
131. No science lessons were observed in Year 2 during the inspection week because lessons were timetabled for the end of the week. There was little recorded work in their exercise books. In Year 2 pupils have undertaken much practical work, especially to do with physical processes. Most pupils have a reasonable understanding of how to conduct an experiment and a few understand the need for a fair test. In discussion, a group of pupils could describe why it was important in a test on speed and distance that each model car used was started from the same point. Similarly in their books pupils could draw diagrams showing the physical forces of push and pull in everyday objects but their written responses were very weak, reflecting their poor literacy skills. In another experiment on materials and their properties pupils offered a reasonable description of the different factors that influenced the rate at which chocolate melts. In discussion a small group of pupils could describe a few of the different ways that seeds are dispersed and they all had a secure understanding that plants grow from seeds and that humans also grow and need food to stay alive.

132. The quality of teaching has improved since the time of the last inspection under the direction of the co-ordinator. Teaching now is nearly always good and sometimes very good. The only satisfactory teaching was in Year 5. There was no unsatisfactory teaching. All teachers have at least a secure knowledge and understanding of the subject. This was particularly true in the very good Year 6 lesson on choosing the most appropriate method to separate a mixture of different solids. Because of the class teacher's knowledge and her enthusiasm pupils were very engaged in their work. Exceptionally good questioning encouraged pupils to think and develop their own ideas. As a result, one pupil offered a very good suggestion based on her knowledge of dissolving. In all classes support staff were used very well. Again in the Year 6 lesson the classroom assistant mirrored the very good teaching of the class teacher. High quality support was echoed in a good Year 1 lesson on sorting material when the bi-lingual instructors offered translations, thus ensuring those pupils learning English as an additional language were involved and made good progress both in terms of science and in developing their English.
133. All lessons were well planned and appropriate to both the age and ability of the pupils. They also built upon the pupils' previous knowledge and experiences so that their learning was progressively developed. The high level of practical work in most lessons added considerably to pupils' learning. Whether it was the use of the school skeleton 'Ben' in Year 4 or the identification of different food groups in their packed lunches in Year 3, pupils both enjoyed the good use of resources and concentrated well because the activities were interesting. Such practical activities using a good range of resources meant that pupils with special educational needs were well catered for. Most teachers also planned work for pupils of different abilities, so that some pupils could record their work in diagrams and others were expected to write a commentary. These good teaching strategies were also very appropriate to those pupils learning English as an additional language. The careful explanations of scientific vocabulary and concepts given by most teachers and support staff were also of great benefit and helped develop the literacy skills of all pupils.
134. There was a good working atmosphere in most lessons because of the very good relationships between staff and pupils. Good role models and high expectations ensured that pupils were very well behaved and lessons proceeded smoothly. In such lessons pupils, irrespective of gender or ethnicity, had the confidence to ask for help should they need it.
135. In the few satisfactory lessons pupils were not given sufficient independence to develop their own experiments or to undertake the arranged experiment independently. This limited pupils' personal development and a chance for the few high attaining pupils to work at a more demanding level. On another occasion an overlong instruction in Year 5 wasted time and this, coupled with difficulties with classroom management and control, meant that pupils were not as productive as they could have been. The marking of pupils' work is barely adequate. Although all work is marked, it is rare for written comments to be made that would assist pupils in their learning.
136. The well-planned curriculum ensures that all aspects of the National Curriculum are taught and scientific enquiry has a high priority. Due to careful planning pupils regularly use their literacy and numeracy skills, although at times over use of work sheets limits the opportunities for pupils to record their work independently. As at the time of the last inspection, insufficient use is made of computers to support pupils' learning. There are a good range of out of class activities that enrich the curriculum such as the annual science week and regular visits to science parks and museums. The quality and range of resources are good and are regularly used in lessons.
137. There has been good improvement since the last inspection due to the very good leadership offered by the co-ordinator. The co-ordinator has a very firm and clear view about how the subject needs to develop. The management of the subject is as equally good as the leadership. The appropriate priorities for future developments are identified in a comprehensive subject development plan, but it focuses on the short term - the next year - rather than giving a long term view of developments in the next two to three years. The co-ordinator has used her non-teaching time well to offer support and guidance to other teachers. This has provided her with many opportunities to monitor the quality of learning. There are detailed assessments arrangements. Pupils are tested at the end of each year, as well as at the end of each topic of work. This gives a good indication of pupils' attainment and has helped to modify the curriculum and devise a revision curriculum for Year 6 pupils. This data is appropriately analysed so that the attainment of different groups of pupils such as boys and girls and those from different ethnic minorities

are analysed and compared. However, such analysis does not yet take account of how long a pupil has been at the school or their levels of competency in English.

ART AND DESIGN

138. Standards in art attained at the ages of seven and 11 years of age are below those expected for their age. At the time of the previous inspection they were found to be average. This deterioration is due to a few aspects of the National Curriculum being insufficiently covered. All pupils make satisfactory progress; it is better in their making than in their evaluation and appreciation.
139. By Year 6 pupils work with great care and produce some work of a high standard. In Year 2 pupils have experience of using a wide variety of different media and techniques. They have worked with tissue paper, mixed their own colours, printed patterns, painted self-portraits and pictures of members of their families. With a reasonable amount of imagination and skill, they have completed some interesting pencil sketches and tried their hand at lettering. Pupils have also used these experiences to make black and white snow scenes, paper lanterns, experiment with wax resist and landscape paintings.
140. However, pupils in both Years 2 and 6 have limited opportunities to develop their knowledge and understanding of three-dimensional work such as clay. Other than in Year 3 there were very few examples of pupils using computers in art and this is a weakness. Similarly, due to a lack of opportunities, pupils' knowledge of famous artists and styles is limited.
141. The teaching of art is satisfactory. In a good Year 1 lesson, the teacher helped develop the pupils' understanding about different materials by making the links explicit between the art lesson and a science lesson carried out earlier. The task was sufficiently challenging for the pupils who worked neatly and carefully, meeting the teacher's expectations well. They were supported by well-deployed classroom assistants and, as a result, attained the appropriate standard for their age in this lesson. In all lessons observed, because they were well organised and there were good relationships within the class, all pupils worked independently and conscientiously, often supporting and encouraging one another. Most other lessons were satisfactory overall, although some aspects of the lessons observed were unsatisfactory. At the start of the Year 2 sculpture lesson, for example, pupils sat passively listening to their teacher for 30 minutes, thus a valuable opportunity to develop their speaking skills was missed. It also meant that the valuable resources of the four additional adults in the room was not used well. On another occasion, resources were not used wisely. For example, in a Year 6 lesson pupils were shown four different works of art by famous artists to give them ideas and inspiration. This was too many to study at once and confused pupils so that at the end of the lesson they could not identify which artist had inspired them. The effectiveness of this lesson was further hindered by the lack of time; it was too short for pupils to finish their pictures by the end of the lesson.
142. The management of the subject is generally sound. The two co-ordinators work together well. The school appropriately follows the curriculum recommended nationally, but some aspects of art such as those identified above are not given sufficient attention. As teachers do not specifically identify numeracy and literacy skills that can be used in art there are missed opportunities for pupils to develop these skills in this subject. The co-ordinators have put together portfolios of work from each year group so that pupil progression from year to year can be judged and have recently introduced an assessment system. However, these initiatives are at a very early stage. Disposable resources are sufficient, but books about art and examples of work by famous artists limited. The leadership aspect is weaker as neither co-ordinator has a strong knowledge of the subject. They attempt to give art a high profile in the school by encouraging teachers to enter pupils for competitions and mount an annual art display of work from all classes. They regularly analyse teachers' planning but they rarely make suggestions for improvement in terms of developing skills or making sure all aspects of the curriculum are covered and, as yet, have not monitored the teaching of the subject.

DESIGN AND TECHNOLOGY

143. No judgements about the attainment of design and technology could be made for 11 year old pupils because they have not yet undertaken any work in this area; it is planned for later in the year. However,

standards achieved by pupils aged seven were below those expected for their age. From the low levels of attainment that they start school with, pupils make satisfactory progress irrespective of gender or ability. Pupils learning English as an additional language make similar progress. It is good in some areas, for example their ability to handle different equipment and tools, but in aspects such as designing, modifying and evaluating it is not as strong. It is because of this, and recent emphasis placed on English and mathematics in recent years, that standards have fallen since the time of the last inspection.

144. By the age of seven, most pupils in Year 2 understood that puppets, for example finger, glove and string puppets, are made in different ways and are made to move in different ways. In the same lesson they thought carefully about the design for a silhouette puppet so that the most life like or scary face could be cut out. However, few pupils actually planned and revised their initial ideas that showed limited imagination; most were very similar to the original produced by the class teacher as an example. For a substantial group of pupils, using scissors was still an area of difficulty; cut edges were often jagged and irregular. In an analysis of their previous work and in discussion with them, few pupils could make any comment about a piece of work that they had initially planned, revised and evaluated at the end.
145. Most of the teaching observed during the inspection was good; occasionally it was very good. All lessons were well planned and prepared, building well on pupils' previous experiences. For example in the very good lesson in Year 4, pupils made a second visit to a local supermarket. The first was to find out the cost of various sandwiches, the second was to canvass public opinion on different sandwich fillings. The teacher in this lesson engineered these two very good opportunities for pupils to use their literacy and numeracy skills. Both the other lessons observed were very practical and visual; both had good strategies for pupils learning English as an additional language. For example, in the Year 1 lesson the cutting up and naming of a number of real fruits reinforced pupils' language skills as well as making it so interesting that pupils concentrated well. Pupils' personal development in all the lessons observed was well catered for. Pupils were often encouraged to work in pairs or groups and this they did with maturity. In the Year 2 lesson on puppets, a good range of puppets from different cultures helped develop pupils' cultural awareness. In most of these lessons, time was used well as was the good number of support staff. Their interactions, especially from bi-lingual support staff in Years 1 and 2 made a considerable impact upon pupils' learning. However, in a minority of lessons pupils remained too long on the carpet listening to their teachers rather than being actively involved. Finally, although teachers give good instructions dealing with the practical activities, they do not give sufficient time or emphasis to all aspects of the design and make process. This is why overall progress is unsatisfactory.
146. Since the last inspection, there has been an unsatisfactory rate of improvement. Although some aspects have been improved - the writing of a policy and the adoption of national guidance on the teaching of the subject - standards have fallen, resources are inadequate in spite of some recent purchases and there are very few planned opportunities for pupils to use information and communication technology within their work. The leadership of the two co-ordinators is good. They are keen and enthusiastic and have the ability to inspire others. They have both attended recent training but as they are both relatively new to the post of co-ordinator they have yet had little impact, although the capacity for future improvement is good. They are aware of the areas of development noted within this report. An assessment procedure has very recently been introduced; pupils' attainment is measured against a set of expectations at the end of each topic. Due to its very recent introduction no meaningful information has yet been produced. As at the time of the last inspection, there is no portfolio of annotated or levelled work. There is very little monitoring of the quality of teaching and learning especially in Key Stage 2 but as both co-ordinators are Key Stage 1 teachers they are more aware of what is being covered and how it is being taught in the five to seven age range. Resources are inadequate: there is a sufficient range of tools but there are too few of them for either groups of pupils or whole classes to use at the same time.

GEOGRAPHY

147. All pupils achieve well in geography and standards are at the expected level at the ages of seven and 11 years. Standards have improved since the time of the last inspection because of the co-ordination of the subject and the availability and deployment of more support staff.
148. There was little evidence of pupils' attainment in geography because of the way that the curriculum is constructed; they had not yet undertaken a geography topic (it is planned for the beginning of March).

Conversely, pupils in Year 6 had started their topic in September and had just begun the final part. From the analysis of this very little evidence it would appear that pupils in Year 2 make reasonable comparisons between two locations, for instance comparing the seaside and the City of Nottingham. In Year 5 and 6, pupils also compare and contrast different locations at a more complex level, for example, comparing the major cities of Paris, Nottingham and London. Most pupils can also recall famous landmarks in Paris and use a grid reference to locate places.

149. Very few lessons of geography were being taught during the week of the inspection and none could be observed. However, from an analysis of pupils' work and discussions with them it is possible to conclude that they receive a broad curriculum with an appropriate balance of activities. There are a reasonable number of opportunities for pupils to use their numeracy skills, for example when using grid references. However, their literacy skills are less well developed in this subject as numerous photocopied work sheets inhibit the opportunities for them to record their work. There are even fewer opportunities for pupils to use computers in their work and this is a significant weakness.
150. Geography is well led and managed. The co-ordinator has made good progress in improving the subject and is aware of the current areas for development. The approach of offering pupils as many experiences as possible has benefited the pupils' learning. Numerous visits to places, such as Hathersage, Stainforth and the British Museum in London, are among the main reasons why most pupils' knowledge is appropriate to their age. The curriculum is based on national guidance. However, the way in which the timetable is organised means that a few lessons are interrupted by afternoon playtime, which disrupts the lesson and fragments the pupils' learning. On the completion of each unit of study, pupils' work is assessed but these new assessment procedures are not consistently applied across the school so teachers do not always know what pupils have achieved and would not therefore be able to plan adequately.

HISTORY

151. Standards in history are in line with the expected levels for seven and 11 year old pupils and pupils achieve well. Pupils with special educational needs also achieve well because teachers provide work for them that is suitable for their ability or they receive additional adult support. Pupils who are learning English as an additional language receive very good support, often from bi-lingual support staff. This ensures that they understand their task and complete the activities planned for them. The sound attainment and good achievement in history has been maintained since the previous inspection. Despite the pupils' lack of secure literacy skills to record their work the sound attainment in history is largely achieved by the good teaching and the plethora of visits and trips in which they participate. This helps pupils in their learning as the topics become meaningful and visual.
152. No teaching was observed of history in Years 5 and 6 during the inspection due to the way in which the curriculum is organised. The judgements made are therefore based on the analysis of pupils' work and discussions with them about their work. In Years 5 and 6 the pupils' learning has covered an historical study of the local area, significant figures in history, transport and landmarks; for example 'Goose Fair' in Nottingham has been studied to an appropriate depth. Pupils are secure in recognising the variety of sources of evidence that are at their disposal when trying to find out about different topics and events in history.
153. In Year 2 pupils are currently learning about the Great Fire of London. Their knowledge of the main events of the period is secure. They can explain the significance of different traditions from that era. For instance, they know the origins of the nursery rhyme 'Ring o' Roses' and its links to the plague. Most pupils can recall the significant events in the lives of famous people in the past, for example Florence Nightingale, Mary Seacole and Guy Fawkes.
154. The quality of teaching seen during the inspection was good overall, with good examples of teaching in Years 3 and 4 and satisfactory lessons overall in Years 1 and 2. All staff have secure subject knowledge in history. They research the topics to be covered very well and use a wide range of sources of evidence to inform lessons and make the subject interesting. For example, good use was made of the school logbook in Year 3. This described how at the turn of a century a very young child from the school was knocked down by a tram and killed whilst trying to cross the road. A local newspaper at the time was

also used very well as further evidence and as a way of developing pupils' literacy skills. The availability and use of resources is good although computers and the library are underused. Lessons are well planned and organised, imaginatively presented, especially in Years 3 and 4 and pupils respond and behave well as a result. For example, pupils thoroughly enjoyed their history lesson in Year 4 when their teacher played the role of a Victorian workman and as James Fisher, a local lace maker. The additional adult help in classes is used very well to support pupils' learning. They are a knowledgeable and experienced team that give guidance about not only the subject but also the basic skills, especially of literacy. Teaching is satisfactory rather than good in Years 1 and 2 because pupils are frequently kept sitting on the carpet listening to their teacher and an overuse of photocopied work sheets limits their development of independent recording.

155. Leadership and management of history are good; the co-ordinator is keen and enthusiastic and promotes first hand experiences for the pupils whenever possible. He is aware of the subject's strengths and the areas that need to be developed, such as information and communication technology, the use of which in history is currently unsatisfactory. There is an up-to-date policy. The curriculum follows national guidance on the teaching of history and all pupils have equal access to it. There are, however, insufficient planned opportunities for pupils to use their numeracy skills. There is assessment of attainment and progress at the end of each unit of study, but assessment procedures are not consistent across the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

156. Standards in information and communication technology are below the expected standard for seven year-olds and well below for 11 year-olds. All pupils, irrespective of gender, ability or competency in English, make unsatisfactory progress. Standards have fallen since the time of the last inspection and pupils now make unsatisfactory progress because the teaching of information and communication technology does not meet the statutory requirements of the National Curriculum. The rate of improvement on this key issue from the last inspection has been poor. This is partly because there was no co-ordinator for the last two years, but also because of the poor co-ordination of the current co-ordinator, weaknesses in planning and a lack of resources.
157. There was minimal printed evidence for any pupils irrespective of age. In discussion and demonstration pupils in Years 2 and 6 displayed a very basic knowledge. Pupils in Year 6 were confident in opening and saving documents and in their word processing. They could paste, cut and save both text and pictures but had not combined these with sound or moving images to create a multi-media presentation. They can describe how to use the different keys on the keyboard, highlight text and use the spellchecker. In a lesson, all pupils were secure in opening up a web address from a list of favourites and adding an address to the same list. They were, however, not as secure in searching the World Wide Web for a specific topic. Their knowledge of how to send an e-mail, exchanging and sharing information was limited. Pupils could not show any examples of work, or describe in any meaningful detail the processes of storing and showing statistical data or how they could sequence instructions in order to make things happen or monitor events.
158. Pupils in Year 2 could describe why computers were useful. For example, they appreciated how computers made things quicker and enabled pupils to stay in touch; they were not as aware that a computer was a source of information and that it had many different uses both at home and at work. They can, with assistance, retrieve, save and print documents. However, they did not have the skills or knowledge of how to cut and paste text or graphics. Their word processing skills were very slow. This was because for many pupils their literacy skills are at a level when they were only comfortable with lower case letters. The use of upper case letters on the keyboard both confused and slowed them down. Pupils demonstrated confidently the use of a paint program and created some interesting pictures using different tools and colours, but they could not name the tools that they used. In discussion, they had no memory of using a programmable floor robot.
159. In the three lessons seen during the inspection, the overall quality of teaching was satisfactory; there were examples of both good and poor teaching. In the good teaching in Year 3 the teacher was knowledgeable and confident. Her instructions on how to use a paint program were clear and precise so pupils set to their tasks quickly. The lesson was well planned and built well upon pupils' skills and

experiences in both computers and art; pupils had to create their own picture in the style of Lowry. The teacher had high expectations and some of the work produced was of high standard in terms of artistic style, something achieved by pupils improving and refining their work. In nearly all lessons there were good relationships and pupils behaved well, often supporting each other very well and acting maturely. This was also true of the Year 6 lesson. However, although the actual lesson was orderly and well planned, the task was inappropriate. Due to a lack of assessment the task was too easy for many pupils. This was also true in the Year 5 lesson on creating a pamphlet. However, in this poor lesson because of the weak monitoring and control of pupils' behaviour, the level of noise and disruption was so high that many pupils did not complete the task and a few achieved very little. This was exacerbated by the fact that the instructions and explanations given by the teacher were so complex and delivered so quickly that few pupils, especially those learning English as an additional language and those with special educational needs understood what they should be doing.

160. The co-ordination of the subject is poor. Although the co-ordinator is aware of the many weakness of the subject and some appropriate action has taken place since his appointment four terms ago, there has been little leadership of the subject. It has a low profile in the school. There is a lack of inspiration from the leadership that would encourage others to use information and communication technology more regularly and more widely.
161. The management is also unsatisfactory. Firstly the curriculum does not meet statutory requirements and what elements are covered are not adequately planned. The progressive development of pupils' knowledge and understanding cannot be assured as specific skills are not adequately identified. There are only a few planned opportunities for pupils to use what skills they have with a variety of programs in different subjects. There is a significant lack of opportunities for pupils to use computers to develop their basic skills of literacy and numeracy. Teachers rarely identify the use of computers in either their short or medium-term planning. The co-ordinator has introduced a basic form of assessment but this is not used throughout the school. There is no portfolio of pupils' work. There has been very little monitoring of teaching and little support in the development of the most appropriate strategies for teaching in a computer room.
162. All teachers have received training through the national initiative to improve teachers' skills; all were competent in the programs that were seen being used. There are sufficient computers in the school. However, the network has not been very carefully set up and pupils find it difficult to locate their own work and safety procedures are not secure enough. There were insufficient resources, both hardware and computer programs, for pupils to develop the appropriate skills in controlling equipment or monitoring and capturing data. The computer room, a new development since the last inspection, is reasonably well equipped, although some of the furniture is inappropriate for pupils to use; the chairs are at times too small for the oldest pupils or too big for the youngest. Most of the computers placed in areas outside the classrooms were not used at all during the week of the inspection.
163. A risk assessment on the use of computers in school has been conducted but this has not been followed up with an Internet safety policy that has also been agreed and signed by parents.

MUSIC

164. In Years 2 and 6 no music lessons were observed as they were timetabled for the end of the week after the inspection had finished. However, lesson and group observations, discussion with teachers and scrutiny of teachers' planning and records in other year groups indicate that standards meet those expected nationally. All pupils irrespective of linguistic background or ability achieve well. The minority of pupils who receive instrumental tuition achieve well because of the high quality of tuition. There is no significant difference between the attainment or achievement of boys and girls. There have been good improvements since the last inspection in terms of standards when they were below national expectations. However, overall improvements have only been satisfactory because of weaknesses in the co-ordination of the subject.
165. Pupils in Year 1 confidently sing along to a taped musical story, 'Snow Surprise'. They listen attentively and make simple comparisons between the musical sounds that relate to the story. Most respond to different musical moods appropriately, for example, snow arriving silently in the night. They sing a variety

of songs with confidence and an awareness of pulse. However, their ability to explore and select sounds to make their own compositions is less well developed.

166. Pupils in Years 3 and 4 also achieve satisfactorily. Most Year 3 pupils recognise and control pitch when singing well-known songs like, 'Twinkle, Twinkle Little Star' and 'Row, Row the Boat'. Year 4 pupils recognise high and low pitch. Pupils in Years 3 and 4 confidently practise singing songs from the well-known musical 'Oliver', showing a sense of ability to sing in tune and with expression in a large group. This also ensures that the performing element of the music curriculum is covered. In a short observation of Year 5, pupils listened well and, with the help of their teacher, appraised a piece of music. They recognised how the different musical elements communicated moods and ideas. However, most pupils' knowledge of composers and musical traditions are below that expected for their age as this feature of the curriculum is not well developed and is therefore hampering aspects of their personal development. A few pupils in Years 4 and 5 play recorders and read simple music with an appropriate level of skill and confidence.
167. The quality of teaching overall is satisfactory. In lessons observed resources were used effectively. For example, in a Year 1 lesson the teacher handed out musical bells for the pupils to accompany the story, 'Snow Surprise'. Pupils enjoyed this practical activity. Most teachers have a reasonable knowledge of music. They therefore choose appropriate activities that capture the imagination. In a Year 5 lesson, for example, the teacher used the stimulus of an excerpt of music to introduce the subject of 'space', inviting pupils to imagine a space journey while listening to the music. Others use their own musical skills well. For example, in a Year 4 lesson observed, the teacher initially used his voice, leading the class in a chant to illustrate high and low pitch. Teachers are enthusiastic and have high expectations; they actively encourage pupils of all age groups to sing and pupils respond well accordingly. Lessons are organised so that pupils work individually or in groups and this helps develop pupils social development well.
168. The co-ordinator for the subject has only managed the subject for a short time. She is keen, enthusiastic and well qualified but does not yet give good educational direction for the subject due to a lack of personal professional development. The appointment of a co-ordinator since the time of the last inspection is a good improvement and it has had a positive impact on standards. Assessment of pupils' attainment and progress is basic. Assessments carried out at the end of a block or topic ensure the step-by-step development of skills as pupils move through the school.
169. The scheme of work is based on national guidance. There are several good links between music and other areas in the curriculum. The music used in a Year 5 lesson was also used in the physical education lesson the next day. In many lessons, pupils develop their listening skills well in music sessions and some lessons are connected to the literacy hour, as they are based around a story. However, the use of information and communication technology in music is still under-developed. Resources for the subject are good and include a wide range of percussion and small orchestral instruments. The music curriculum is well extended by groups of pupils singing in the local community, for example carols at the local supermarket and residential nursing home at Christmas.

PHYSICAL EDUCATION

170. In the activities observed during the inspection pupils achieved the standards expected for their age in both Year 2 and Year 6 and pupils have made good progress. This judgement is similar to the findings of the previous inspection. The many pupils with special educational needs make good progress because of the good support they get from teachers and learning support assistants. This is also true for pupils who are learning English as an additional language. The school ensures that all pupils, including the physically disabled, have the opportunity to participate in all aspects of physical education, including extra-curricular activities. This also ensures that there is no significant difference in the attainment of boys and girls.
171. Year 6 pupils were observed during a games session. In one group, pupils with a reasonable degree of agility could co-ordinate various skipping and balancing exercises. While doing this they exhibited an age-appropriate ability to monitor and moderate their timing, rhythm and speed. Both boys and girls performed equally well. All pupils indicated a good ability to develop their social skills by working with a

partner. The second group practised their soccer skills. These pupils had a reasonable understanding of both the strategic and tactical principles of attack and defence in team games. They could dribble and pass the ball satisfactorily. Through practise and perseverance all pupils showed a sound ability to improve their performance with increasing control using a large ball. Although they are able to sustain energetic activity over a period of time, only a few pupils understand the effect of exercise on their bodies. Their ability to criticise their own and their classmates' performance in order to improve their own quality is also limited.

172. In a Year 2 lesson all pupils demonstrated their gymnastic skills by travelling around the hall in different ways incorporating both various turns and changes of direction. Half turns and whole turns were well linked by their teacher to their mathematics' knowledge and understanding. Nearly all pupils planned and performed simple gymnastic skills both on the floor and on the larger apparatus. They linked and controlled these actions safely. By practising individually and in pairs, pupils improved their performance. However, their ability to discuss what they and others have done is under-developed as their own literacy skills hindered this, but the teacher also planned too few opportunities to develop this aspect of the subject. There was little evidence that they can recognise and can describe the effect of exercise on their bodies. At the end of the lesson they demonstrated an ability to set out and return large apparatus and mats safely and sensibly. It was not possible to observe games or dance in Years 1 and 2 during the inspection.
173. Pupils swim throughout the school year and provision is good. By the time they leave the school over 80 per cent are confident swimmers, generally meeting the requirements of the National Curriculum to swim at least 25 metres unaided.
174. The quality of teaching observed was good. Teachers always used the good practice of using 'warm up' and 'cool down' activities at the beginning and end of lessons, but they seldom asked pupils the reason for these. Teachers have a sound knowledge and understanding of the subject and are usually actively involved in the lessons giving encouragement and promoting good practice. However, they do not always give pupils the opportunity to observe and comment on their classmates' performance in order to improve their own skills thus limiting the development of pupils speaking and listening. All teachers pay attention to safety practice both in respect of pupils' and their own physical education clothing and in setting out apparatus and equipment. They make good use of resources, including learning support assistants, to work alongside pupils with special educational needs, or groups of pupils.
175. The curriculum is broad, balanced and supplemented by a wide range of extra-curricular activities including tennis, badminton, cricket, soccer and dance. The school participates in competitions against other local schools and this adds positively to their social development. From the community, top class coaching is arranged for cricket and tennis, mostly for pupils in Key Stage 2. Soccer coaching takes place through a local community scheme and dance workshops are organised by students from an Asian dance club. Older pupils have good opportunities to take part in outdoor and adventurous activities when they visit Stainforth or Hathersage for the annual residential stay, which also develops their social skills.
176. The subject co-ordinator, the headteacher, is enthusiastic and well qualified. She has initiated many physical education activities and initiatives since the previous inspection, to ensure that the curriculum is wide, varied and open to all pupils. Monitoring of teaching of the subject has been completed in all year groups and she has very clear ideas for the further development of the subject. The school has a good range of apparatus and equipment for the use of all pupils throughout the school. Both the large and smaller halls are used well as are the various small, hard surfaced playgrounds. Although the school does not have its own playing field, it has the use of a local school's field within walking distance.

RELIGIOUS EDUCATION

177. Standards in religious education, which were broadly in line with those set out in the locally agreed syllabus at the time of the last inspection, have fallen and are now below the expected level in Year 6 and well below in Year 2. This is because not all teachers are aware that the syllabus has changed. As a result, the curriculum is not taught systematically throughout the school and all pupils make unsatisfactory progress.

178. Year 6 pupils of all ethnic backgrounds are knowledgeable about the Islamic faith. Work about this in their books is neatly presented and this aspect of religion has been taught well. In discussion, pupils could talk knowledgeably about the Koran and the role of Angels in the Islamic faith, but they could recall very little about Christianity and Sikhism, which are the other two religions studied. An able Muslim girl remembered hearing the story of *'when they put Jesus on the cross.'* On being asked why this had happened, whilst unable to recall what she had been taught, she was able to use her general knowledge to come up with a carefully considered answer.
179. Year 2 pupils had only two pieces of written work in their books since September. All pupils had done the same work and achieved similar standards. In discussion, very few pupils could recall what had been taught in school. Two Muslim boys were able to talk at great length about Islam. They are keen to talk about what they have learned in the mosque about Islam but when asked about Christianity their knowledge was very vague. Only the most able child in the group remembered hearing a story from the Bible and this had been told in assembly.
180. Three lessons were observed: two of these were judged to be unsatisfactory and in the other teaching was sound. In all three lessons, pupils behaved well and were attentive. They were positive and respectful. In the satisfactory lesson seen in Year 3, pupils engaged well in discussion about rites of passage such as why Muslim babies have their heads shaved and were able to talk knowledgeably about prayer mats. In Year 2, pupils were patient and sat quietly while watching a video that was unsuitable and the language too difficult for them to understand. In Year 6, pupils settled to the task given very quickly, worked neatly and chatted happily to their neighbours as they worked, but the task given was not sufficiently challenging for the age and ability of the pupils. Opportunities for pupils to use the basic skills of literacy, numeracy or computing are not planned for and this is unsatisfactory.
181. The curriculum is in disarray. In accordance with advice given by the local education authority in 2000, the school now follows nationally recommended guidance for teaching religious education. Not all teachers are aware of this and some still follow the old syllabus. Also, whilst the three religions studied are very appropriate for the school, a term and a half is spent on each religion so every class studies only two of the three religions in a year. Therefore, the length of time between studying a religion and then returning to it again is so long pupils do not build upon their knowledge or understanding in a progressive way. For example as pupils in Year 2 had studied Christianity in Year 1 their recall of events by Year 2 was very limited.
182. The school has sufficient resources to teach the curriculum which is sometimes enhanced by visits to places such as Lincoln Cathedral and local mosques. On occasions visitors come to talk to the pupils about the religions studied, but the status of religious education is not high enough. Since the previous subject co-ordinator left, the headteacher has been 'care taking' the management of religious education. However, the nature of her other duties are such that she has too little time to carry out the role effectively. As a result, the leadership and management of the subject are unsatisfactory.