

INSPECTION REPORT

ST JOHN'S C OF E PRIMARY SCHOOL

Stapleford, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122744

Headteacher: Mrs V G Stone

Reporting inspector: Mr P M Allen
17531

Dates of inspection: 30th June – 2nd July 2003

Inspection number: 248386

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

© Crown copyright 2003

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

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	80 Nottingham Road Stapleford Nottingham
Postcode:	NG9 8AQ
Telephone number:	(0115) 9177111
Fax number:	(0115) 9177111
Appropriate authority:	The governing body
Name of chair of governors:	Mr George Oliver
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17531	Mr P M Allen	Registered inspector	Mathematics Music Foundation Stage Religious education	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
11474	Mr P Berry	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
17310	Mrs A McAskie	Team inspector	English Information and communication technology Art and design History Equal opportunities Special educational needs	How good are the curricular and the opportunities offered to pupils?
29381	Mrs A Brangan	Team inspector	Science Design and technology Geography Physical education	How well is the school led and managed?

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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

The Complaints Manager
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London
WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10 - 11
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	11 - 12
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	12 - 13
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	13 - 14
HOW WELL IS THE SCHOOL LED AND MANAGED?	14 - 16
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	16
PART C: SCHOOL DATA AND INDICATORS	17 - 21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	22 - 36

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St John's CE (Voluntary Controlled) School is a small primary school on the outskirts of Nottingham, serving a wide area of mixed housing. Around two thirds of the pupils live in the local area, with the rest being drawn from the neighbouring communities. Of the 87 pupils on roll, there are a similar number of boys and girls, although there is a gender imbalance in some year groups. Virtually all the pupils are of white UK heritage background. There are no pupils who speak English as an additional language. There are four classes, one for the reception children, one for pupils in Year 1 and Year 2, one for Years 3 and 4 and one for Years 5 and 6. In the year preceding the inspection, 17 pupils joined the school, the vast majority having left a neighbouring school. Thirteen pupils are identified as having special educational needs, mainly concerned with moderate learning difficulties, this proportion being below the national average; of these, one has a statement of special educational need. The proportion of pupils taking free school meals is well below the national average. The majority of the children who start full time at the beginning of the term in which they reach five, have had experience of pre-school education. At the beginning of the current school year, a system was successfully introduced whereby children spend two terms on a part-time basis (mornings) prior to attending full time. Attainment on entry to the Reception class varies from year to year, although overall it is broadly in line with what could be expected.

HOW GOOD THE SCHOOL IS

This is a very effective school with a caring, Christian ethos. The very good relationships at all levels underpin the good quality of education provided. The headteacher, well supported by the staff and the governing body, provides very good leadership and management. The very good curriculum is well taught. The good quality of teaching across the school ensures that all pupils achieve well relative to their abilities. Standards at the end of Year 6 are good in English and very good in mathematics and science. All pupils are fully included in all aspects of school life. The school provides good value for money.

What the school does well

- The good quality of the teaching enables all pupils to achieve well.
- Pupils attain good and often very good standards by the time they leave the school.
- The headteacher provides very good leadership and is well supported by the governors and the hardworking and committed staff.
- There is very good provision for pupils with special educational needs and they make very good progress.
- The school has moved forward and improved due to the very good quality of its self-evaluation.
- There is very good provision for the pupils' spiritual, moral, social and cultural development and they respond well in these areas.

What could be improved

The school has no significant weaknesses but has appropriately identified these areas for further development :

- The information and communication technology curriculum.
- Boys' performance in writing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since its last inspection in January 1998, the school has made very good improvement. Many significant improvements have taken place since the appointment of the current headteacher. The issues from the previous report have been fully addressed. Standards in teaching and learning have improved at Key Stage 1 and in the Reception Year. The safety and supervision of the pupils is assured. The governing body fully meets its responsibilities for the management of the budget and the explicitly Christian ethos of the school

has not only been developed but is now one of the many strengths. Since the previous inspection there have been many significant improvements, such as the standards being achieved, the quality of the teaching, the planning of the curriculum and the design and technology and information and communication technology provision. The staff have a shared commitment and capacity to further improve the quality of education provided and build upon the standards being achieved.

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	A*	A	C	C
mathematics	C	A	A	A*
science	A	B	A*	A*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Children make sound and often good progress during their time in the Reception class and the vast majority are likely to achieve the national Early Learning Goals, with a small number likely to exceed them. Standards at the end of Year 2 are satisfactory and in line with the national average in reading, writing and mathematics and good in science. Standards vary from year to year. These standards are lower than those achieved in 2002 because there are more lower attaining pupils in the current Year 2 group. Standards at the end of Year 6 are good in English and very good in mathematics and science. These standards are higher than the 2002 results in English. They are similar to those in mathematics, which were then in the top five per cent when compared with similar schools nationally. Standards currently are below the exceptional results in science which were in the top five per cent nationally when compared with all and similar schools. Standards in information and communication technology are now good across the school. Standards in religious education are broadly in line with the requirements of the locally agreed syllabus. Although there is no significant difference in the attainment of boys and girls, the school has identified the need to target improvement in boys' attitudes to and performance in writing. All pupils are enabled to achieve well, including those with special educational needs. The trend in the school's results for all core subjects at the end of Year 6 is above the national trend. The school is setting challenging, but realistic targets for improvement.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have good attitudes to school. They work co-operatively, with boys and girls mixing well. They show a high level of satisfaction with what the school has to offer.
Behaviour, in and out of classrooms	Pupils' behaviour is very good; they respond to the high expectations made of them. During their visit to share a day with pupils from other schools at Southwell Minster, the behaviour of the Year 6 pupils was exemplary.
Personal development and relationships	Personal development is very good. The very good relationships are part of an ethos of care where every child is valued equally.
Attendance	Attendance is very good. Pupils arrive at school enthusiastic to start the school day. The vast majority are very punctual.

Older pupils are very protective towards younger ones. The school's caring, Christian ethos promotes the very good attitudes and behaviour.

TEACHING AND LEARNING

Teaching of pupils in:	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 observed was consistently good across the school. Teaching was especially effective in the class of the oldest pupils. English and mathematics are taught well and teachers use effective methods to teach the skills of literacy and numeracy. Teachers use methods that enable all pupils to learn effectively, including those who are higher attainers. Teaching provides very well for pupils with special educational needs who are very well supported by the very good quality classroom assistants. The quality of learning is good, with pupils enthusiastic about their work, with a desire to do well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad, balanced and imaginative curriculum which caters well for the needs of the pupils. The school is committed to further improving its information and communication technology work, including its use in supporting all curricular areas.
Provision for pupils with special educational needs	The support provided for pupils with special educational needs is very good, ensuring that these pupils make very good progress. The teaching is carefully planned to cater for the needs of the higher attaining pupils.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	There is very good provision for the pupils' spiritual, moral, social and cultural development and pupils respond well in these areas. This is a significant improvement on the previous inspection findings.
How well the school cares for its pupils	The level of pastoral support is very high, ensuring the care, safety and protection of all pupils. The arrangements for monitoring pupils' attainment and progress are very good.

The school works very well in partnership with the parents who hold the staff and the school in very high regard. They appreciate the school's caring, Christian ethos.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership and management of the headteacher, well supported by the staff, are having a very significant impact on the school's effectiveness. The curriculum co-ordinators are making very valuable contributions to school improvement.
How well the governors fulfil their responsibilities	The supportive governing body, well led by its knowledgeable chairman, fulfils its responsibilities well. Governors show a very good awareness of the school's strengths and are fully committed to further improving the school.
The school's evaluation of its performance	The school is committed to self-evaluation as a means of improvement. This is generating a commitment amongst the staff to appraise all aspects of school performance critically in order to improve and become more effective.
The strategic use of	The school makes careful, strategic use of its resources, including special

resources	grants and additional funding. The budget surplus is being carefully managed mainly to enable the current staffing levels to continue.
-----------	--

Staffing is adequate and all staff are effectively deployed. The school makes the best use of its accommodation which lacks a hall and provides relatively cramped space. The school environment has been developed imaginatively, such as the outdoor play area for reception children. High quality, attractive displays enhance the learning environment and show pupils how much their work is valued. The school is well resourced across all areas of the curriculum. The school gives very good consideration to the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The children like school, behave well and are making good progress. • The teaching is good and parents are kept well informed about progress. • The school is very approachable, expects the children to work hard and is helping them to become responsible. • The school is well led and managed and has a very good partnership with parents. • The school's arrangements for homework. 	<ul style="list-style-type: none"> • Apart from a perception from some parents that there ought to be more extra-curricular activities, there were no areas identified for improvement.

The number of parents attending the meeting and the high response to the questionnaire, show the very keen interest of the parents. The view of the inspection team is that the amount of extra-curricular activities is satisfactory. Parents value and are valued by the school. The unanimous view of parents is that their children attend a very good school and the inspection team endorses this view.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Overall, standards are higher than those described in the previous report. This is most notably the case in reading and mathematics across the school and in science at the end of Year 6. The school has become increasingly effective at carefully analysing its National Curriculum test results to check where improvements are needed, leading to high expectations and clear targets for the raising of standards. Attainment on entry to the Reception class varies from year to year, but overall it is broadly in line with what could be expected. Children in the Reception class achieve well. The vast majority are in line to achieve the nationally prescribed Early Learning Goals across the various areas of learning, with a small number set to exceed them.
2. Results can vary from year to year, sometimes through the proportion of pupils who are lower attainers and this affects the overall evaluations. This is the case with the current Year 2 pupils; around half the pupils are new to the school and most are performing at a lower level than those pupils who are well established in the school. Although Year 2 pupils, including the lower attainers, are achieving well and many have made very good progress over the year, the number who have reached the higher Level 3 is fewer than in previous years, even though they are being well taught by the same teacher as the high attaining pupils of the previous year.
3. As a consequence, overall standards at the end of Year 2 are currently satisfactory and in line with national averages in reading, writing and mathematics. Teacher assessments indicate that standards are good in science. These standards are lower than those achieved by the very high attaining pupils in 2002, whose results in reading, writing and mathematics were well above average. The results in reading were in the top five per cent when compared with all and similar schools nationally and in writing and mathematics they were in the top five per cent when compared with similar schools nationally. When considering the overall results over the last three years, the performance of pupils in reading, writing and mathematics clearly exceeded the national averages, most notably in reading. In spite of the lower results for 2003 compared with previous years, the progress of the current Year 2 pupils has been at least as good as that of the previous Year 2 group.
4. Standards at the end of Year 6 are good in English and very good in mathematics and science. These standards are higher than the 2002 test results in English which were in line with the national average and above the average for similar schools. The improvement has come about through higher standards in the writing element of the test. National performance data reflect this recent pattern of attainment; taking the years from 2000 to 2002 together, the performance of pupils was clearly above the national averages, most notably in mathematics and science. The current good standards at the end of Year 6 amount to a very good improvement since the previous inspection. Teaching at both key stages is consistently good in English, mathematics and science, enabling all pupils to achieve well relative to their abilities and leading to the high standards being reached. Currently standards are similar to the 2002 results in mathematics which were above average when compared to all schools nationally and in the top five per cent when compared with similar schools. Standards are lower in science compared with the exceptional results of 2002 which were in the top five per cent when compared with all and similar schools nationally, with over three quarters of the pupils achieving the higher Level 5.
5. National performance data based on the test results indicate that there is no significant difference between the attainment of girls and boys and it is clear that girls and boys perform very creditably in reading and comprehension. Nevertheless, it is the school's perception that boys could perform better in writing. The overall very creditable 2002 Key Stage 2 results were negatively affected by a small number of boys who performed very well in mathematics and science, but less well in writing. Additionally, the school recently identified a group of boys who had not performed well in writing at the end of Year 2. These circumstances have led to a target to improve writing, including handwriting and spelling amongst the boys. It is the school's perception that there is a clear link to boys' attitudes towards writing which are often less positive than those of the girls. The school is doing all it can to raise the profile of writing and make it more appealing to boys. The boys' recent performance in the

end of Year 6 tests indicates some progress in this target, but the school recognises that more remains to be done.

6. Standards in speaking and listening, although good overall across the school, are mixed; some pupils are very articulate and some much less so. Pupils usually listen attentively. Most have the confidence to express their opinions; they speak clearly in well-formed sentences. A systematic examination of standards in reading undertaken during the inspection indicates that they are very good across the school, with most pupils developing into enthusiastic, competent and reflective readers. The vast majority of parents provide good support in the practising of reading skills. Pupils make good progress in mathematics and science as they move through the school, with most making very good progress in their last two years, mainly due to the quality of teaching they receive.
7. Standards in information and communication technology have improved since the previous inspection and are now good overall across the school. The perception of the school is that some strands of the subject are taught more effectively than others, with plans to address this, coupled with plans to continue to develop the use of information and communication technology to support work in all curriculum areas.
8. Standards in religious education are broadly in line with the requirements of the locally agreed syllabus, with good opportunities for pupils to learn about other faiths. Standards in design and technology have improved since the previous inspection which judged them to be unsatisfactory. Standards are now good across the school, as are standards in history, geography and art and design. Good progress is made in each of these subjects. There was insufficient evidence to make secure judgements about music and physical education.
9. The overall picture of standards is one of improvement and the school is setting challenging but realistic targets in order to maintain and build upon the standards being achieved. Parents report that they are pleased with the attitudes and progress of their children and commented favourably on the improvements they had noted since the previous inspection.

Pupils' attitudes, values and personal development

10. Pupils enjoy coming to school and their attitudes to learning are good. They arrive promptly and settle well, often with their reading books, at the start of the school day. Pupils respond enthusiastically to their teachers' questions and listen attentively to information. Throughout the school, pupils maintain a high level of interest and are able to sustain concentration well. There is an air of calm determination. The pupils are keen to learn and they participate eagerly in all the school's activities, although there is a reluctance on the part of some of the boys to take part in writing activities. The older pupils often show the best application, because their lessons proceed at a very good pace, with the work suitably planned to match ability levels. During the assemblies observed, all the pupils contributed very well to the singing and they applauded warmly when their friends received certificates. Pupils take pride in their work.
11. The standard of behaviour in the school is very good. The parents were unanimous in their praise of the children's behaviour. There has only been one minor, temporary exclusion in recent years. No instances of misbehaviour were observed during the inspection. Discussions with the midday staff and with the pupils themselves confirmed that this high standard applies at all times. The pupils know what is expected of them and they respond accordingly. During a visit to Southwell Minster with other schools, the behaviour of the Year 6 pupils was exemplary and the conduct of all the Key Stage 2 pupils was impeccable during transfer across the main road for games on the playing field. The movement of all pupils around the school is very orderly; this ensures that the school is able to function effectively within its cramped accommodation.
12. Pupils' personal development is very good. All the parents who responded to the pre-inspection questionnaire said that the school helps their children become mature and responsible. The pupils' social and cultural development is enhanced by their involvement in charity work and especially by their participation in many community activities, such as the Hemlock Way project and the environmental improvement schemes. Pupils benefit from many educational visits, including a long weekend residential visit to an outdoor activity centre for the older pupils. Pupils are polite and well mannered. They are confident and are happy to engage in conversation. Responsibilities are readily

accepted, such as setting up the computers at the start of school sessions and maintaining the floral displays in the rear yard. The pupils respond well to the school's provision for spiritual development, showing due reverence during prayers and reflecting appropriately during quiet moments.

13. Relationships between pupils and between pupils and adults are very good and every pupil's contribution and efforts are valued. Pupils work well independently and they collaborate appropriately when required to work in pairs or in groups. Both genders and all ages mix well together within the family atmosphere; the older pupils help to care for the younger ones. All the pupils, including those in the Reception class, show appropriate respect for property and for the feelings and opinions of others. The level of attendance is very good, being consistently above the national average for primary schools. There is minimal unauthorised absence and parents respect the limit imposed on holiday absence.
14. The school has a caring Christian ethos where pupils gain in self-esteem and self-discipline. Their very good attitudes, behaviour, attendance and personal development have a significant and positive impact on the standards that are achieved.

HOW WELL ARE PUPILS TAUGHT?

15. An issue in the previous report was to raise the standards of teaching and learning, particularly in Key Stage 1 and Reception. Many improvements have taken place and consequently the quality of teaching is now good throughout the school and is having a significantly positive effect on pupils' learning and progress. The quality of teaching is clearly higher than that described in the previous report. No unsatisfactory teaching was observed. Some very good teaching was observed, mainly in the class with the oldest pupils where the teaching and learning are most effective.
16. The teaching of English and mathematics is good and teachers successfully encourage pupils to use their literacy and numeracy skills in other subjects. Improvements in literacy teaching include the effective use and adaptation of the National Literacy Strategy and good quality teaching of phonics to improve reading. This has been done successfully throughout the school and teachers also pay good attention to teaching pupils to understand what they read. Staff are well aware of the need to continue to target boys' attitudes and competence in written work.
17. Where teaching is very good, it challenges and inspires the pupils, expecting the most of them. This was the case in a literacy lesson with the oldest class based on text from 'No Guns for Asmir', about the conflict in the former Yugoslavia. The pupils examined the text to answer searching questions about the story. They showed a good understanding of how the main character's life had changed from one of happiness and security to one of uncertainty. The writing tasks set for the pupils were carefully aimed at the capabilities of the different groups, enabling all the pupils to achieve well. Time targets were given for the completion of the work. The mutual respect between the teacher and the pupils helped to create a peaceful and purposeful atmosphere where all pupils gave of their best. The very good teaching observed during the inspection involved very good organisational skills and very good management of pupils with an insistence on high standards.
18. Teachers plan effectively and in many lessons, including those for literacy and numeracy, the objectives are shared with the pupils. Teachers use methods that enable all pupils to learn effectively and make good progress. Pupils with special educational needs are supported very effectively by the teachers' good planning and the effective use of well-briefed teaching assistants. Therefore they make very good progress. Higher attaining pupils are given harder work to do which enables them to achieve well and reach the higher standards of which they are capable.
19. Teachers assess the pupils' work very well, keeping careful notes of what pupils have learned and then using the information to plan the next stages of learning. This ongoing assessment is an important strength in teaching. It is well informed by the effective use of supportive marking. This enables the pupils to understand what they are doing, how well they have done and how they can improve. Across the school, the teachers' high expectations mean that pupils are productive and work at a good pace. The setting of individual targets for improvement motivates the pupils to work hard, behave well and make good progress from day to day as well as over time. Homework is used effectively to support pupils' work in class and requires the pupils to take an increasing responsibility for some of their own learning as they grow older. Although many lessons make good use of

computer software to support the teaching and learning, the school has firm plans to further develop this aspect of its work.

20. Teachers use praise effectively and develop pupils' self-esteem, which contributes to the pupils' positive attitudes to learning and their will to succeed. They show a good knowledge of individuals and their needs. The needs of the pupils, including those with special educational needs, are met through the good quality teaching. Pupils are generally challenged and engaged in their learning, with very good relationships as an integral part of the teaching and learning. The staff, as a group, are very committed to the school and its pupils and the good quality of their teaching has a significant impact on standards and the quality of education provided.

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

21. The school provides its pupils with a rich and varied range of worthwhile and interesting activities and the pupils respond with a very positive approach to their work. The curriculum is inclusive by ensuring equality of access and opportunity for all pupils. The curriculum meets statutory requirements, reflects the aims of the school very well and prepares pupils well for the next stage of education. An issue from the previous report was to provide an appropriate curriculum for the pupils in Reception, based on the nationally recommended areas of learning. This issue has been successfully addressed so that the children now access a well-planned and imaginative curriculum based on the six areas of learning. The curriculum in design and technology, criticised in the report, is now good. The range of books has been considerably increased. The facilities for physical education remain an issue; the building is inadequate but the school makes every effort to provide what it can through imaginative timetabling and by accessing facilities on other sites. The school is committed to further improving writing skills and also its information and communication technology work, including its use in supporting all curricular areas.
22. Planning is very thorough and consistent throughout the school. It is based on good knowledge of the curriculum and effective assessment and evaluation of pupils' progress. Consequently all groups of pupils are very well catered for. Racial equality and inclusion policies are in place. Provision for pupils with special educational needs is particularly strong and has improved since the previous inspection. Effective screening of young pupils leads to early identification of needs and the provision of high quality support. Success in providing for special educational needs makes the school very popular with parents. The school has effective links with a local special school.
23. The school places a great emphasis on personal, social and health education, including sex and relationships education and drugs awareness. This work develops pupils' knowledge and understanding and promotes respect and consideration for others. It is regarded as an integral part of a curriculum aimed to raise standards of achievement. Teachers make good use of specific lessons, circle time and opportunities which arise incidentally throughout the curriculum to encourage pupils to explore a range of issues.
24. Learning is enriched through a good range of visits to local places of interest including a residential visit for older pupils. The school building itself is a very good resource for historical investigation. There are special days in school concerned with subjects such as The Victorians, The Environment, Mathematics, Art and an International day of Language. These occasions involve visitors who come to school to share their expertise with the pupils. Provision for extra curricular activities is satisfactory. The building imposes some restrictions on the provision of sporting activities. The school tries to compensate by using sports facilities in neighbouring schools and by focusing some visits further afield on physical activities such as orienteering.
25. There are good links with the church and with the wider community through environmental work. Pupils have been involved in a design and technology project with a large pharmaceutical company and the Foundation Stage teacher is working with the local library on opportunities for creative play linked to literacy. There are very good partnerships with other schools and pupils make exchange visits. Pupils are well prepared for admission to the school and for transfer to secondary schools.
26. There is a systematic and well-organised approach to homework. The school tries to develop

independence in pupils as they progress through the school. Parents are clear about expectations, through the homework policy and the home /school diaries.

27. Provision for pupils' spiritual, moral, social and cultural development is very good. It is a strength of the school and, as an intrinsic part of the school's strong Christian ethos, underpins all areas of school life. Overall there has been a significant improvement, especially in spiritual education, since the previous inspection. Raising of cultural awareness is still a strength of the school which teaches pupils to appreciate their own cultural traditions and the diversity and richness of other cultures.
28. An issue from the previous report to develop the explicitly Christian ethos of the school has been well addressed. There is now overt celebration of the Christian faith. Pupils are given many opportunities for reflection through collective worship and religious education. The oldest pupils have reflected on such complex issues as 'If God made the world, who made God?' and 'Where is Heaven?' Weekly themes in assemblies help to broaden experiences on matters for reflection. Other areas of the curriculum offer opportunities to gain insight into the beliefs of others and to study tolerance and understanding. Visits to places of worship such as Southwell Minster, where Year 6 spend a special day of reflection, help to extend pupils' spiritual development.
29. Team spirit and care are central to school life. Pupils behave well in and out of the classroom, show interest and enthusiasm in their lessons and are very sociable with one another. The school works very hard to fulfil its aim to provide an environment where pupils can feel happy and secure. Consequently pupils are very confident in their relationships and most feel able to give opinions on the many issues raised in lessons. Lower attaining pupils confidently read out their work or volunteer to read in class knowing their contributions will be valued and praised. Pupils happily take responsibility for tasks both in and out of the classroom, often voluntarily; for example, older pupils efficiently reorganise furniture on a daily basis so that whole school assemblies can take place.
30. The school considers the development of creative arts to be a very important part of the curriculum and they are used as a vehicle for a wide variety of cultural activities. Pupils are introduced to the work of several artists from a variety of cultures. A whole school topic inspired by Canaletto's 'The Stonemason's Yard' has led to high quality art and written work. Links are made with people from other countries. The school has 'adopted' a child from Kenya. Through purposeful use of the local environment, including the immediate and surrounding area, pupils gain good insight into their own local heritage. Environmental issues are very important and clearly set out in the school's policy. Pupils have planted trees and bulbs as part of local community projects. They helped in the recreation of the Hemlock Way and, with the help of a local artist, created markers to be positioned at certain points along the path.
31. The attractive, colourful displays around the school, together with the considerable photographic evidence, celebrate good work in the wide variety of activities available to pupils.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Procedures for assessing and recording of pupils' attainment and progress are thorough. The school has maintained and built on the good standards found at the previous inspection. A useful policy clearly sets out procedures and indicates the purpose of the various kinds of assessment. Systems are well organised and used consistently across the school. Information is used effectively to plan lessons and to provide appropriately for the next stage in pupils' learning. Work is marked regularly and teachers' comments are helpful in giving pupils encouragement and guidance on how to improve their work.
33. In the Reception class, there is an ongoing programme of formal and informal assessments to monitor children's progress, especially in literacy and numeracy. The school is beginning to make use of the national profile and this will form the basis of the school's monitoring of children's progress through the stepping stones, which lead to the Early Learning Goals.
34. At Key Stages 1 and 2, pupils are tracked from baseline information to gain cumulative evidence on attainment for statutory target setting. Each pupil has an assessment folder containing written assignments in the core subjects completed during the course of the year and these are given a National Curriculum level. These form a cumulative record as the pupil progresses through school.

Other records include relationships and attitudes and also effort and achievement in curricular areas. Pupils and teachers discuss progress and set new targets. Assessments in foundation subjects have been identified for further improvement, by setting targets and making assessment more focused.

35. Assessment plays an important part in monitoring the effectiveness of the curriculum by identifying any strengths and weaknesses. The analysis of test results is an integral part of the assessment process. Data is collected on appropriate groups of pupils, providing a clear picture of their progress and needs. Subject analysis enables adjustments to be made to the curriculum; for example, the school recently highlighted the need to focus on problem solving in mathematics and science, a target it is successfully addressing. The governing body is well informed on the use and analysis of data and is involved in setting targets for national tests each summer.
36. The school provides a happy, caring environment for its pupils, a view well endorsed by the parents. All pupils, including those with special educational needs, are welcomed into a family atmosphere. There are many very good policies and procedures in place to underpin the support and guidance of the pupils. The staff are well trained and pastoral matters are dealt with promptly; they know their pupils well, giving good supervision and appropriate attention to each pupil's needs. All pupils are valued equally as individuals. Pupils are made to feel special and are encouraged to develop their independence. Pupils' views are important to staff and a school council is to be developed in the autumn term. Teachers pay home visits to those pupils who have the misfortune to be ill for an extended period. With a large choice of secondary schools in the area, the school takes care to provide a full range of information to assist the Year 6 pupils and their parents.
37. The school has a very good behaviour management policy, which is consistently applied by staff. The staff use praise and encouragement liberally and there are appropriate rewards for good behaviour, such as smiley face stickers for the younger children; suitable sanctions are in place, should they be needed. The school's rules are well known and reminders placed strategically around the classrooms. Parents are provided with an excellent booklet on the prevention of bullying and oppressive behaviour. The school works well to promote good attendance and has appropriate monitoring in place. The registers are completed in accordance with the statutory requirements and there are close links with the local education authority's welfare officer.
38. The school has very good provision for the promotion of pupils' personal development. Achievement is celebrated throughout the school, especially in the assemblies, where certificates are handed out for a wide variety of feats, both in and out of school. Personal, social and health education is an important feature; a good lesson promoting the theme of 'friends' was observed with the Year 1/2 pupils. The headteacher has introduced a healthy eating policy and healthy lifestyles are actively encouraged. During the inspection week, a theme of work was being developed with pupils being encouraged to think about why water is a valuable resource. Citizenship is well promoted through many activities within the community; for example, the good links with St Helen's Church and the visit to the Carnegie Centre to meet the Mayor of Stapleford. The school is proud of its large photographic archive, which records the many special events, such as the 'All things bright and beautiful' flower festival.
39. Appropriate child protection procedures are in place and the school has suitable welfare provision. An accident book is maintained, although the midday staff have not yet received first aid training. The school has some very good policies for guidance on matters of racial equality, sex and relationship education and drugs education. Social inclusion is successfully applied to all the school's activities. The school's health and safety policy document is generally satisfactory, having some good detail, but it lacks in some content such as the responsibilities of the governing body. In practice, safety inspections are regularly undertaken. Safety education for the pupils is covered well, with assistance from occasional visitors and pupil participation in road safety quizzes. The school is kept clean and tidy by the conscientious cleaning staff.
40. Based on its strong Christian ethos, the school successfully meets its aims. The school's aims are founded around the mission statement using the acronym CREATE (Celebrate achievement, Respect each other, Expect good behaviour, Aim high, Try our best, Enjoy ourselves), which is an accurate reflection of its aspirations. The individual needs of the pupils are well met and this enhances the

quality of education and supports the standards that are achieved.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

41. The school has a very good partnership with its parents. In the inspection questionnaire parents indicated an extremely high level of agreement with all the statements. The high percentage of the questionnaires returned was indicative of the very keen interest that parents have in the school's affairs. In the pre-inspection meeting with parents and in discussions during the inspection, parents were very positive about the school, praising all aspects. Parents feel welcomed into the school and they confirmed that the teachers can be easily approached should any matters of concern arise. Many parents, especially of the younger children, were observed entering the school and talking to staff. The headteacher is aiming to try and increase the involvement of the parents of the older pupils. Several parents help out in the school and the Friends of St John's provide valuable assistance with activities and with fund-raising.
42. The school provides very good, comprehensive information for parents within its prospectus and the governing body's annual report; for example, the school's homework policy is clearly detailed in the prospectus. Other useful information is provided by the 'Welcome' booklet and by the regular newsletters. Some newsletters are produced by the pupils in the 'Computer Club' and feature photographs and articles on the wide variety of work across the school. Occasional presentations are given to keep parents abreast of curricular matters. There is information for parents on a noticeboard in the rear entrance to the Key Stage 1 corridor, but the school acknowledges that this is not ideal and an external board with better access is planned. The school's home link liaison policy contains very worthwhile aims, including the concept of life-long learning. The pupils all have home/school diaries, which appear to be generally well used.
43. The information provided for parents on their children's progress and attainment is good, overall. The school has formal parent evenings in the autumn and spring terms, which are spread over two evenings to allow sufficient time for parents' questions, together with an open evening in the Summer term. The pupils' annual reports at the end of the school year are good overall; marks for effort are given, although the reports could be improved with more emphasis on progress and achievement, identifying the pupils' strengths and weaknesses and giving targets for development. The school successfully involves parents in the reviews of the special educational needs pupils. The contribution of parents to their children's learning at school and at home is good.
44. There is a perception from a small number of parents that the school could provide more extra-curricular activities, but the inspection team judged that the amount of extra-curricular activities is satisfactory for the age groups. The unanimous view of the parents is that their children attend a very good school and the inspection team endorses this view. The school's partnership with parents has been successfully developed in the period since the previous report and this is clearly shown by the significant improvements in the results of the questionnaire. The parents support the school well and this partnership is now a strength of the school, significantly enhancing the quality of education provided.

HOW WELL IS THE SCHOOL LED AND MANAGED?

45. The headteacher, well supported by the staff and governors, has a very good and very insightful knowledge of all aspects of the school. During the inspection, governors, parents and staff all referred to the headteacher's very good leadership and management and its importance to the continued success of the school. The headteacher and staff work very well together and have established a very good school ethos based firmly on the Christian principles of care and concern for others. The school has explicit aims and values, including a commitment to good relationships and equality of opportunity for all, which are reflected in all its work.
46. The headteacher's very good leadership has moved the school forward well since the previous inspection. The school now has a clear educational direction and a greater sense of purpose as a result of the vision of the headteacher and the supportive role of the governing body. The roles of staff are clearly defined so that all know that they are expected to make a specific contribution to the school's improvement. This is an improvement since the previous report when not all subjects had a co-ordinator and the level of support and monitoring was not consistent across all subjects. The

curriculum co-ordinators are now making very valuable contributions to school improvement.

47. One strength of the headteacher's leadership is the emphasis on self-evaluation of all aspects of performance leading to targets for school improvement. The work in monitoring the effectiveness of teaching, including the sharing of good practice, is having a positive effect on the performance of the school. The impetus to improve teaching and learning is successful as evidenced by the good teaching seen throughout the school and the consequent good learning. This is an improvement since the previous report when teaching was satisfactory overall.
48. Through her commitment to the school, her high profile around the school and her caring support for teachers, pupils and families, the headteacher has established a very good atmosphere for learning. Evidence of this was seen in the very good relationships between pupils and staff and the good ethos for learning in all classrooms. The school has implemented good systems to address appraisal and the performance management of the staff, which is positively influencing the quality of the teaching.
49. The headteacher and staff benefit from a very good, effective working relationship with governors. The knowledgeable chair of governors plays an active role in the life of the school and leads the governors well. The governing body is very supportive of the school and has been actively involved in monitoring improvement since the previous inspection. The good monitoring work of the governors has enabled the governing body to be kept well informed about the progress the school has made to meet targets set in response to the identified areas for improvement. Governors are now knowledgeable about the school's strengths and areas for development and how the school is responding to its own evaluation of performance. The governors fulfil their statutory responsibilities well with a good oversight of the budget, plans and policies. The finance committee is effective in monitoring the school's finances. This is a clear improvement since the previous report when the role of the governing body in management of the school budget was limited.
50. Day-to-day financial administration is very good. Educational priorities are well supported through careful financial planning. There are very good systems for tracking spending and to ensure the school receives best value for money. Information and communication technology is used well to make school administration more manageable and efficient. The financial information provided to the governors gives sufficient detail for them to monitor the school's financial position. The money from specific grants is used well for their designated purposes.
51. The school's priorities for improvement are very good. The school development plan shows a clear commitment to improving teaching and learning and to maintaining and raising standards. There are very good improvement plans for each stage of education, including the Foundation Stage. The systems put in place to monitor school improvement have proved to be an effective tool in the school's self-evaluation process. The staff and governors have recognised how far they have come since the previous inspection and now have a shared commitment to accelerating that progress in order to further improve teaching, learning and standards.
52. The work of the support staff makes a very good contribution to the school. Teaching assistants have a positive impact on the learning of the pupils, supporting the work of the teachers well. The two administrators working in the school office are efficient and both have a strong commitment to helping the school to run smoothly. So, too, does the caretaker who looks after the building with pride. Lunchtime assistants show a good level of care for the pupils and make a good contribution to the very good relationships found in the school.
53. All pupils have equal access to all aspects of school life. The management of special educational needs is very good and a strength of the school. The school has implemented the new Code of Practice effectively. The pupils' individual education plans are designed well to reflect their current stages of need. The small size of the school and the quality of care ensure that all pupils are treated as individuals and this enriches the quality of provision for all these pupils.
54. The school has sufficient teachers and other staff who are well deployed and appropriately experienced and qualified to meet the needs of the curriculum. Extra funds have been allocated to staff training and there has been a wide-ranging programme of in-service training in line with the priorities of the school development plan. Procedures for the induction of new members of staff and

newly qualified teachers are good, although there have been comparatively few staff changes in recent years.

55. All subjects of the curriculum are well resourced. Storage is difficult due to limited space and some resources, such as story sacks, are shared with other schools. Since the previous report the library has been updated with a good stock of books. The curriculum for the Reception children is much better resourced than previously and benefits from the imaginative outdoor play area. This is an improvement since the previous inspection.
56. The accommodation is very well cared for and attractive but it is cramped with no hall for physical education, dining or school assemblies. Pupils have full access to the front and rear playgrounds. The parking of cars is no longer allowed and consequently pupils now have more space to play. Pupils enjoy the facilities of the pleasant garden at the rear of the school created by the parents. The field for games is used well when the weather permits. The management of the care of pupils when off site at the playing fields, at the swimming pool and when using the facilities of the comprehensive school was graded as unsatisfactory at the time of the previous report. The management of safety is now very good. The upstairs accommodation has been effectively modified to provide an office for the headteacher and administrators. High quality, attractive displays enhance the learning environment and show pupils how much their work is valued. In spite of the limited accommodation, overall, the quality of staffing, accommodation and learning resources have a very positive impact on the quality of education provided.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

57. The governors' action plan will set out how the areas for improvement, identified by the school and confirmed by the inspection team, are to be addressed.

In order to build on the school's many strengths and the quality of education provided and to further raise standards, the governing body, headteacher and staff should:

- i. Further develop the information and communication technology curriculum by:
- continuing to develop staff confidence through information and communication technology training;
 - continuing to develop the work in control and modelling; and
 - continuing to develop a range of software to support learning in all areas of the curriculum.

(Paragraphs 7, 19, 21, 72, 128, 132 and 149)

- ii. Further target improvement in boys' written work by:
- continuing to develop strategies to raise the profile and appeal of writing; and
 - continuing to identify and promote opportunities which are of particular interest to boys.

(Paragraphs 5, 10, 16, 80 and 82)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	28
Number of discussions with staff, governors, other adults and pupils	92

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	0	3	22	3	0	0	0
Percentage	0	11	79	11	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	87
Number of full-time pupils known to be eligible for free school meals	6

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	1
Number of pupils on the school's special educational needs register	13

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	17
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	3.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	8	17

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	16	17	17
Percentage of pupils	School	94 (94)	100 (88)	100 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	17	17	17
Percentage of pupils at NC level 2 or above	School	100 (88)	100 (81)	100 (94)
	National	85 (85)	74 (74)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	9	8	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	15	17	16
Percentage of pupils at NC level 4 or above	School	88 (87)	100 (100)	94 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	14	17	14
Percentage of pupils at NC level 4 or above	School	82 (93)	100 (100)	82 (100)
	National	73 (72)	74 (74)	82 (82)

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

In accordance with statutory requirements, the results of National Curriculum assessments at Key Stage 1 and Key Stage 2 are reported in total and not by gender as the number of boys and girls was fewer than eleven.

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
80	1	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
1	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	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)	5.1
Number of pupils per qualified teacher	17
Average class size	22

Education support staff: YR - Y6

Total number of education support staff	4
Total aggregate hours worked per week	60

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	287,289
Total expenditure	292,227
Expenditure per pupil	3,320
Balance brought forward from previous year	49,018
Balance carried forward to next year	*44,080

*A significant part of the surplus is finance allocated for building improvements. The remainder has been earmarked to enable the school to maintain its staffing levels.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	87
Number of questionnaires returned	59

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	71	27	0	0	2
My child is making good progress in school.	75	25	0	0	0
Behaviour in the school is good.	59	41	0	0	0
My child gets the right amount of work to do at home.	58	42	0	0	0
The teaching is good.	83	15	2	0	0
I am kept well informed about how my child is getting on.	71	24	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	81	19	0	0	0
The school expects my child to work hard and achieve his or her best.	83	17	0	0	0
The school works closely with parents.	56	44	0	0	0
The school is well led and managed.	80	19	0	0	0
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	37	44	17	0	2

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

58. The good teaching and learning in the Foundation Stage (Reception class) ensures that the children make a positive start to school life. The provision has improved significantly since the previous inspection when a main issue was to ensure that the curriculum for reception children took more account of the recommended areas of learning for young children. This issue has been successfully addressed with a consequent significant improvement in resources. The quality of teaching and learning is much higher than that described in the previous report. Although levels of attainment vary from year to year, assessments undertaken soon after the start of the Reception Year indicate that standards are broadly in line with what could be expected. At the beginning of the current school year, a system was successfully introduced whereby children spend two terms on a part-time basis (mornings) prior to attending full time. All the parents spoken to were very supportive of this new arrangement.
59. The quality of education in Reception is good with a very wide range of imaginative activities. The Reception class benefits from having a relatively small number of children and the very good support of the two classroom assistants who work in the Reception classroom each morning when all the part timers are in. A feature of the teaching is the very good partnership between the teacher and the classroom assistants who provide opportunities for children to learn well with high expectations, through a consistent and very supportive approach. Very good support is given to the children with special educational needs.
60. The teacher's careful planning of the work very systematically covers the six areas of learning and is undertaken separately for the full-time and part-time groups. The work makes good use of the wide range of resources available. The school has recently developed a secure outdoor environment supported with a good range of large toys and equipment. This is enabling the children to enjoy experiences across the areas of experience within an imaginative outdoor play setting. Children in the Foundation Stage benefit from the hard work and sensitivity of the adults. The supportive relationships, where every child is valued as an individual, enable the children to feel happy during their introduction to school. The parents spoken to were very appreciative of this. Self-esteem is promoted all the time through words of encouragement and reassurance which are heard throughout the lessons. Most children have positive attitudes to learning, although a minority are sometimes reluctant to become fully engaged in some of the more formal activities which, appropriately, form part of the curriculum. There is a good balance between adult-led and child initiated activities. A lot of informal and some formal assessments are undertaken and the school is beginning to make good use of the national Foundation Stage profile. The work in the Reception class prepares children well for the early part of the National Curriculum.

Personal, social and emotional development

61. The vast majority of the children are in line to meet the Early Learning Goals in this area of learning and a very small number are likely to exceed them. A minority of children are less successful than most because they still find it hard to consider the needs of other people. The quality of teaching in this area is good with the adults offering a consistent, very caring approach.
62. The area of personal and social development is viewed as a vital aspect which underpins all the teaching and learning. Most children progress very well in this area. They have gained confidence in a range of familiar and new situations; they establish effective relationships with the adults. They learn to select and use activities and resources independently; for example, during the first part of the morning session when making choices from a wide range of activities such as role play in 'Venice', playing matching and sorting games, manipulating coloured cooked spaghetti, choosing books in the story corner, a hammering activity or working on one of the computers on games that reinforce learning in early literacy skills. They understand and mainly conform to the system which limits the number of children allowed at some activities. Children learn to share and take turns such as when working outside washing 'Mrs Wishy-Washy's' clothes. They say 'please' and 'thank you' such as

the time when, as part of a topic, they enjoy a class meal of pizza and pasta.

63. Most learn to share equipment without difficulty, are kind to one another and learn to co-operate well; for example, when taking turns on the computer. The staff's expectations are high. The children are enthusiastic about their learning and become well engaged. They learn to listen attentively to stories such as favourite ones like 'Please be Quiet' and 'The Rainbow Fish'. Most know that it is not appropriate to 'call out'. The adults encourage the children to become independent so that they become confident in making choices and making decisions. The very good relationships reflect the ethos of care and the value of every individual. The adults provide good role models and treat the children with respect and friendliness.
64. Most of the children are happy to work both with and without adult supervision and are willing to join in with adult initiated activities. The children have a positive approach to the vast range of new experiences on offer. Their enthusiasm is clear to see such as when they are accessing new images by clicking the computer mouse. Their enthusiasm is also clear to see in the photographs that record many of the children's activities, such as when they visited the Djanogly Art Centre, met the mayor and celebrated Chinese New Year. The quality of learning is good and children make good progress.

Communication, language and literacy

65. In this area of learning the vast majority of children will meet the Early Learning Goals, although a small number may not meet the higher level competencies such as those concerned with writing. The children are coping well with the teacher's version of 'Literacy Time' which appropriately is much less than an hour. Around a quarter are likely to exceed the goals. A strong emphasis is placed on early reading skills and most children make very good progress in this area which is given a very high profile. The room is rich in language and children are encouraged to look at all the words, including the labels. A strong emphasis is given to sequencing pictures, to letter and word recognition and to matching words and pictures. The adults write down the words of the child and subsequently children learn to copy writing before they become independent writers. The children are encouraged to cut and stick words as a sequence. The promotion of speaking skills is a high priority and most of the children speak with a good level of confidence.
66. The children learn to listen attentively in the full group, showing good understanding. They enjoy familiar stories such as 'Dinosaur, Dinosaur' and 'Peace at Last'. They are learning to follow instructions; for example, when playing letter recognition games. They have a growing vocabulary which shows good progress over time. They take part in imaginative play in very good provision for role play in four varied and different situations per term, such as a cellar, a hospital, the moon, the beach and 'The Three Bears' Cottage'. They enjoy sharing and choosing books from the very good selection and enjoy taking books home.
67. The children listen attentively in assemblies and show good understanding of what is said to them in response to the teacher's questions and explanations. They begin to write independently and are given good opportunities for writing; for example, writing cards, invitations, lists and letters. They enjoy books and develop word recognition skills. The vast majority are making good progress in early reading skills. A sound range of information and communication technology software helps the children to reinforce and practise their skills with plans to further develop the amount of software. The quality of teaching in this area is good across an imaginative range of activities.

Mathematical development

68. In this area of learning, the vast majority of children are likely to meet the Early Learning Goals with a very small number exceeding them. The children work well across the various aspects of mathematical development. They show confidence in counting and most know and recognise numbers from one to ten and some beyond that. They join in the good range of number rhymes and counting games such as 'Five little ducks' and 'Ten rockets going into space'. They learn to sequence events such as the times of the day and are beginning to sequence days of the week. They begin to learn about capacity and volume when playing with sand and water; they fill and transfer varying amounts of water and sand between different containers and learn that these hold

different amounts.

69. Children enjoy games which involve matching, sorting and sequencing. Many opportunities are taken for counting and practical activities which promote number recognition. Children are encouraged to recognise and use mathematical and positional language confidently; for example, words like 'bigger', 'smaller', 'above', 'below' and 'behind'. Most can work out one more or one less than a number from one to ten and, in practical activities and discussion, they begin to use the vocabulary involved in adding and subtracting. They are given a range of mathematical experiences and opportunities to practise these skills, such as when they are encouraged to count and group objects. The work scrutiny undertaken gave evidence of the many opportunities for mathematical development. Good teaching results in the good progress made in this area of learning.

Knowledge and understanding of the world

70. The vast majority of children are likely to meet the goals, although only a small number are likely to exceed them. The children are given a very good range of experiences, often based on the themes being covered, to help them to find out about the world and they make good progress working towards the required competencies. There are very good opportunities to go out of school to learn about the local area through visits to the local shops, the park, the garden centre and the estate agent's. They learn about their own history in the family, making use of photographs. They visit the toy museum at Nottingham Castle. They enjoy using a good range of construction kits to make models. They build fire engines after a visit to the fire station. They create puppets and guillotines after watching a theatre group. During the inspection, children were observed wearing hard hats working with hammers in the 'Stonemason's Yard' as part of outdoor play.
71. The children plant flower seeds, beans and bulbs and measure their growth. They enjoy learning about mini-beasts such as slugs. They learn about the seasons of the year and the characteristics of each one. They undertake simple experiments such as ones on 'pushing' and 'pulling'. They enjoy learning about and tasting French and Italian food. There are regular opportunities to bake and make drinks and sandwiches. They learn about other cultures by dressing up and making models to celebrate the Chinese New Year and the Jewish festival of Succoth. They enjoy welcoming people into the classroom such as a mother and baby and a visitor from Zimbabwe.
72. The children enjoy using the computer independently and many show good levels of skill in controlling the mouse to play various games such as ones on letter recognition; there is recognition of the need to further develop software to better support this aspect of the work. The teacher provides an imaginative and enjoyable range of activities to support this area of learning and the quality of the teaching is good.

Physical development

73. Most children attain well in gross motor skills and in fine motor skills such as when they draw and write. Virtually all are likely to attain the goals for this area of learning, with around a third likely to exceed them. The opportunities for work in this area have been significantly enhanced by the recent development of an outdoor activity area at the rear of the school. This has been undertaken with much imagination, containing an attractive garden section and a safe enclosed area with a hut for role play (a vet's at the time of the inspection). There is a big truck and some large toys and games, with plans to include ride-upon wheeled toys and a soft play area. Children also engage in energetic physical activity during their weekly outdoor physical education lesson. There are now better opportunities for children to work out of doors to develop their skills of co-ordination and balance.
74. Although children are encouraged to hold a pencil appropriately, a minority have difficulty with pencil control. In the main they can control a paintbrush effectively and join pieces of construction kits. Fine motor skills are developed through a range of activities such as cutting, sticking, threading wool and beads, modelling and manipulating mouldable materials and, as a result, many control their fingers and hands well. They handle tools, objects and materials safely. Children use the computer mouse with increasing control. The quality of teaching observed in this area of learning, such as that seen outside with very good quality support provided by the classroom assistants, was good. The further development of the outside play area will further support attainment in this area of learning.

Creative development

75. The vast majority of children are likely to achieve the goals, with a very small number likely to exceed them. Children enjoy the creative area of learning which is well taught and well provided for in the classroom. They enjoy imaginative play through the very good opportunities for role play, both indoor and outdoor, such as at 'the seaside' and 'on the moon', together with opportunities for 'small world' play, such as with dinosaurs and small animals. They paint and experiment with a good range of materials, including crayons, chalk and felt tips, to create increasingly colourful drawings often based on the topic being studied. They paint rockets, people and slugs with confidence. There are frequent opportunities for children to do collage work, such as creating a seed collage (after the garden centre visit) and depicting the story of 'Peace at Last'.
76. As well as good opportunities to use their imagination in art, dance, imaginative play and role play, children are given good opportunities to create music. They sing simple songs from memory such as 'There's a Worm at the Bottom of my Garden' and 'The Dingle, Dangle Scarecrow'. They use a good range of musical instruments when they create sounds to accompany their stories. They are able to recognise repeated sounds and sound patterns and match movements to music. They sing a very good range of number rhymes, action songs and nursery rhymes. The quality of imaginative play is good and children enjoy playing in the well-resourced role play activities.
77. The teacher and the classroom assistants are very committed to all the children, including those with special educational needs. The very good relationships underpin the teaching and the learning. The children usually respond well to the high expectations made of them, enabling them to make good progress. The parents are very appreciative of the quality of education provided, including the good level of information. The arrangement for part-time attendance prior to starting is proving to be very successful. The concerns of the previous report have been addressed. The teaching and learning in the Reception class appropriately provides a good foundation for future learning.

ENGLISH

78. At the time of the previous inspection, standards in speaking and listening were judged to be good throughout the school. Standards in reading and writing were judged to be satisfactory although at the end of Year 6, standards in English overall were judged to be good. Standards in speaking and listening are now good for most, although not all pupils and sometimes very good. Standards of reading for most pupils are now very high and are a strength of the school. Standards of writing have improved; standards at the end of Year 6 are higher than they were in 2002 when fewer pupils reached the higher Level 5.
79. Test results can and do vary, but national performance data indicate that, over recent years, there has been a significant upward trend at Key Stage 1. In reading in the 2002 tests, the school was in the top five per cent compared with all and similar schools nationally. Standards at the end of the current Year 2 are similar to those found nationally reflecting the profile of the group of pupils, many of whom have recently joined the school. Standards at the end of Year 6 are good overall reflecting higher standards than those reached the previous year.
80. All pupils have equal access to the curriculum. Those with special educational needs are very well supported through the various initiatives aimed to boost performance and through the good quality support and this helps these pupils to make very good progress. The school's perception is that the boys could do better, identifying a reluctance in older boys towards writing tasks. This has become a focus in English work at Key Stage 2. The school is currently taking part in a pilot project looking at ways of improving boys' writing.
81. Reading standards are a strength of the school. Provision is very well organised and regular checks are made on progress. Books are well matched to pupil needs and good quality teaching in shared reading sessions ensures that young pupils develop a range of reading cues to help them to read unfamiliar words. By the end of Year 2, most pupils are confident readers who have developed sufficient fluency, accuracy and understanding to enable them to read aloud with expression and to effectively use books and worksheets for written assignments. By the end of Year 6 pupils talk

confidently about the content of their books and of their preferences, giving reasons for their choices. Many show enthusiasm for reading. Higher attaining pupils can discuss styles of writing used by different authors and comment critically on their books. Texts used in literacy lessons are often quite challenging and effective questioning by teachers helps to make pupils into critical readers. The well used, well-resourced and well organised library now has a good range of books many of which reflect the multi-ethnic society.

82. Although pupils generally achieve well, the school has a clear agenda to raise standards of written work across the school in order to increase the number of pupils attaining the higher Levels 3 and 5 with a special focus on the older boys. Throughout the school, teaching is good and is very good in the class with the oldest pupils. Teachers plan and assess work well and provide opportunities for pupils to write on a wide variety of stimulating fiction and non-fiction subjects. Young pupils retell fairy stories, describe pantomime characters and write instructions, for example, for looking after a rabbit. They also begin to express their opinions through book reviews. Older pupils write for a range of purposes; for example, newspaper reports on the landing of Martians on Earth and play scripts of a conversation between Peter Pan and Wendy on how to fly. They are expected to discuss points of view and be prepared to change their opinions and perspective as they are given more information.
83. Teachers generally have high expectations of the quality and amount of work produced, although there are occasions when closer monitoring and targets for the amount of work expected would increase the productivity of a small minority of pupils during the literacy hour. The oldest pupils mark and appraise each other's work, learning to give and receive positive criticism. Standards in handwriting and presentation are good.
84. Speaking and listening skills are good overall and some pupils are very articulate. Teachers provide many opportunities for pupils to take part in interesting discussions on a wide variety of subjects, especially in the introductions to literacy lessons. An emotional and very descriptive text about the experiences of a boy during the conflict in former Yugoslavia gave the oldest pupils the opportunity to discuss changes which took place. They showed a good understanding of such things as social class and racism. The supportive ethos of the school enables pupils, especially the lower attainers, to express their views with confidence. The school has appropriate strategies for encouraging a minority of older boys who are reluctant to take part. Discussion with these boys revealed a number of issues which concerned them, such as spelling and presentation but also an acknowledgement and appreciation of the work the school was doing for them. Circle time is used well for discussion and opportunities are provided for drama and role play. Throughout the school pupils listen carefully to stories and instructions. They show good recall of information given in previous lessons.
85. Throughout the school, pupils are given the opportunity to develop their English skills in other areas of the curriculum, especially in speaking and listening and writing skills. Some work done by the oldest pupils is of a particularly high standard. Occasionally the worksheets used limit writing opportunities. Information and communication technology is used well to support and reinforce learning. Work is marked regularly and teachers' comments are usually helpful in giving pupils encouragement and guidance on how they can improve their work.
86. The curriculum is enhanced by visits to places of interest and by visits to the school by theatre groups. The subject is well resourced. Assessment procedures are very thorough and carefully track the progress of pupils. Pupils are set individual targets for improvement. Co-ordination is very efficient ensuring consistency across the school. There are very effective procedures for monitoring and evaluating standards and achievement and issues which arise are addressed in the school development plan.

MATHEMATICS

87. Standards in mathematics at the time of the previous inspection were judged to be satisfactory and broadly in line with national averages at the end of Year 2 and Year 6. At the time of this inspection, standards at the end of Year 2 are judged to be satisfactory. These standards are lower than those achieved in the 2002 tests which were well above the national average and in the top five per cent when compared with similar schools nationally. In spite of the relatively small number of pupils in each year group, there is evidence of a clear upward trend from 1997 to 2002. The 2003 results are

lower because of the high number of lower attaining pupils, many of them newly arrived in the school, in that particular age group. Nevertheless, these pupils, like the others in the class, have made good progress during the year, enabling them to achieve well relative to their abilities.

88. Standards at the end of Year 6 are very good. These standards are similar to those in the previous year when the results were well above the national average and in the top five per cent compared with all schools nationally. This shows a very good improvement since the time of the previous inspection. An important feature is the good proportion of pupils who have reached the higher Level 5 in the test results. Across the school, there is no significant difference between the attainment of girls and boys. The school is setting targets to maintain these creditable results. An analysis of results showed the need for improved strategies for problem solving, with encouragement for pupils to read questions carefully and pick out the essential elements. The work scrutiny undertaken reflected the strong focus on problem solving and the way that pupils are now achieving much better in this aspect of the subject.
89. A strong feature of the work is the way that pupils with special educational needs are very well supported and achieve well. They make very good progress to reach standards that are significantly better than those they have previously reached. They are very well supported by the very good work of the classroom support assistants who work well in partnership with the teachers; their contribution has a significant impact on the teaching and learning and the way the pupils are enabled to achieve.
90. The work in the Key Stage 1 classroom caters well for the needs of both the Year 1 and the Year 2 pupils and all are well enabled to achieve well. By the end of Year 2, most pupils can count and write and use numbers up to 100. They are confident with addition and subtraction; for example, they can add a one digit number to a three-digit number and almost all have developed an understanding of appropriate mathematical language. They understand that multiplication is equal addition and can count confidently in twos, fives and tens. They double numbers and are helped to understand that halving is the inverse of doubling. They become skilled at explaining their calculations; for example, when asked to halve 56, one pupil said, 'I know that half of 50 is 25 and then I count in my head in twos until I get to 56'. The higher achieving pupils establish firm concepts that relate multiplication to division and a number begin to understand the meaning of 'remainder' in connection with division. Basic skills are used in other areas, such as money and forms of measurement and more difficult concepts, involving simple fractions, are beginning to be understood. All pupils are given good opportunities to become adept at problem solving.
91. Pupils' oral and mental skills are developing well and pupils show that they enjoy this part of the lesson, taking part with enthusiasm. There are very good opportunities for all pupils to be practically involved in their learning. Most of the competencies pupils should achieve by the age of seven are well covered by the varied and interesting curriculum and the large majority of children are working within these areas. Pupils with special educational needs have progressed well and access a similar curriculum to their peers through the good support the school provides.
92. By the end of Year 6, pupils have gained very good experience in oral, mental and practical work. The oral work, which starts every lesson, is often conducted at a fast pace. Very good understanding of pupils is evident through them being able to give confident answers and full explanations of the strategies they have used to arrive at their answers. Pupils make good progress through a curriculum based firmly on the National Numeracy Strategy and good teaching which has developed their knowledge and confidence and, importantly, their enthusiasm and enjoyment of number. Most pupils prefer numeracy to literacy. All groups are learning and achieve very well in the groupings within both classes; they meet the high expectations their teachers have of them. During the inspection, Year 3 and Year 4 pupils were observed furthering their knowledge of symmetry, learning that equivalent points are the same distance from the line of symmetry. Older pupils were developing their problem solving skills very effectively; for example, in organising a game for the school's summer fair that can be counted on to make profit.
93. Teaching in mathematics is consistently good. In each class, planning is clear and based upon the teachers' own good knowledge and understanding. The questioning is very focused and often aimed at the capability of individual pupils. Basic skills are well taught and through good practical involvement most pupils gain the confidence to use these skills in a variety of different circumstances.

Teachers are careful to make sure that the activities they give their pupils are suitable to their level of ability; this ensures they all succeed and lower attainers are provided with the help they need, often through the very good quality of classroom support. The mental and oral sessions are very well conducted and help to build concepts and understanding as well as practise previous learning and ultimately raise standards. Individual efforts are recognised and acknowledged and the teachers are generous with their praise which provides a good motivating force. This is a feature of every lesson and a way the teacher ensures the inclusion of all pupils. This good teaching makes links with the previous lesson, introduces relevant mathematical vocabulary and emphasises the need for concentration and good pace of working. Consistently high standards of teaching and the very good climate for learning leads to the pupils' good learning and the good and very good attitudes and behaviour seen in lessons.

94. Matching work to pupils' individual ability is a strength of the planning and the teaching. The plenary at the end of each lesson, gives pupils an opportunity to talk about what they have learned and also provides good opportunities for the teacher to make sure that the lesson's teaching objective has been achieved. This contributes to the very good mathematics assessment procedures, which are used well by the teachers to plan effectively for all groups. There are very good procedures in place to assess and monitor pupils' attainment and progress as they move through the school. A scrutiny of pupils' work undertaken during the inspection confirmed the good quality of teaching and learning. It gave evidence of well presented work, the very good quality of marking and the good progress made by pupils who manage to do a great deal of work over the year. The work reflects that the teaching is well organised with high expectations. The 'booster' and 'springboard' groups have a very positive impact on pupils' progress.
95. There is a growing use of computers to support mathematics and the school has a number of programs to enable pupils to practise and develop their skills. There are clear plans to review the arrangements at the end of the current term. The further development of software is a firm part of the school's plans. Good use is made of homework to practise and reinforce skills. The subject is led and managed very well. It is carefully co-ordinated and well resourced. The introduction of the National Numeracy Strategy has been very effective and has played a significant part in the successful raising of standards. There is effective monitoring of teaching and learning and good review of teachers' planning. The co-ordinator analyses data and the results of testing. From this information she is able to identify areas for improvement and put plans in place to address them, such as those identified in problem solving. A recent development has been to promote numeracy more through displays. This raises the profile of the subject and is a very good feature of the Key Stage 1 classroom, where the numeracy noticeboard identifies the weekly objectives for Year 1 and Year 2 pupils, together with targets for each group for the current half term. These provide good motivation for the pupils.
96. The school has made very good improvement in mathematics since the time of the previous inspection which has been achieved through much improved and more confident teaching of the curriculum. This provides pupils with wider experiences and better opportunities to develop their skills and knowledge and increase their confidence, leading to the higher standards that are being reached.

SCIENCE

97. Evidence gained from the lessons observed, from the scrutiny of pupils' work, discussions with staff and pupils, teachers' plans and displayed work, shows that pupils' attainment is good at the end of Year 2 and very good at the end of Year 6. These judgements are similar to those made at the time of the previous inspection at Key Stage 1 but are much improved at Key Stage 2. Pupils' achievements across both key stages over the past few years are very creditable. In national tests the percentage of Year 6 pupils reaching the higher Level 5 is well above average. The test results in 2002, put the school in the top five per cent nationally when compared with all and similar schools. All pupils, including those with special educational needs make good progress. The science curriculum is inclusive for all pupils.
98. By the end of Year 2, pupils know about life cycles, can identify the properties of a range of materials and can describe how some materials are changed by heating. They know that sounds vary in volume, how a circuit is needed before electricity can flow and that forces can change the shape of

objects as well as producing movements. Investigational skills observed during the inspection were at an appropriate level, with many pupils able to predict and test outcomes accurately. The concept of fair testing is emerging. Year 2 pupils made biscuits and observed how the ingredients changed in the process of mixing, cooking and cooling; through this pupils developed an understanding of reversible and irreversible changes. There are examples of good cross-curricular links such as when Year 1/2 pupils researched information about mini-beasts and developed their literacy skills through good quality informative writing about butterflies, spiders and woodlice. Interest in this topic was well sustained by the teacher setting up a wormery for pupils to look after; they know that it needs to be kept damp and the worms given food.

99. From Year 3 onwards, pupils build steadily on the knowledge acquired earlier, so that by the end of Year 6 they have a very good understanding of the human skeleton, the main organs and the effects of exercise on heart rate. They have a very good insight into a healthy lifestyle, the effects of the misuse of drugs and the life cycle of plants and animals, including humans. By the end of Year 4, pupils are familiar with the practice of writing out an investigation using a template. They predict well and describe the investigation with a conclusion and an evaluation. When investigating which magnet is the strongest when picking up paperclips they ensure a fair test by using the same size clips and equal spacing between the rows of clips. One pupil evaluated the test by writing, 'I could improve my work by having new paper clips every test so that they aren't magnetised'. Year 3/4 pupils understand in their study of electricity, that a complete circuit is needed for a device to work; they draw the necessary components to illustrate this.
100. A big leap in progress in Year 5/6 is evidenced by the very high quality work produced. Pupils become very familiar with what constitutes fair testing, for example, when investigating what happens when liquids evaporate using sugar water, tap water, salt water, paint and ink water. All pupils said there was some sort of solid left in each pot except for the tap water. Pupils realise that tap water may sometimes contain dust or may not be perfectly clean and this may affect the conclusion. Pupils know the three states of solid, liquid and gas and how water can be changed from one to another. They use their investigative knowledge of electricity to create boats with batteries as part of their design and technology lessons.
101. The quality of teaching is good whereas in the previous report it was judged to be satisfactory. Lessons are well planned and prepared with clear learning objectives; they are well structured with plenty of practical work often in groups. All teachers have a secure knowledge and understanding of the subject. Pupils are encouraged to use scientific vocabulary using the teacher's language as guidance. Year 3/4 pupils are inspired to use good descriptive language; for example, they say the rocks are patterned and fossilised. Year 5/6 pupils used scientific vocabulary confidently when observing changes when materials are mixed. They talked about irreversible changes and powder separating from liquid, predicting and evaluating as they observed. By the end of the lesson, because of the good teaching, pupils had worked out for themselves that when bubbles form, a gas is produced and that a non-reversible change has taken place. All teachers have very good relationships with their pupils. Teachers choose interesting and enjoyable activities that promote pupils' enjoyment in science. Reviews at the end of all lessons are used well to compare findings of experiments and reinforce what has been learnt.
102. Pupils respond very well to their work and co-operate effectively in practical work, sharing tasks fairly and handling equipment sensibly. All pupils behave very well, stay on task and show great interest and enjoyment. This is an improvement since the previous report when pupils' attitudes were judged to be satisfactory. Pupils with special educational needs are given appropriate work and are supported very well, both by their class teacher and by well-directed support staff.
103. The teaching is guided by a scheme of work based on nationally published materials that have been well adapted to suit the needs of the school. There is good coverage for all age groups through a two-year rolling programme that has been devised by the co-ordinator. Assessing, monitoring and tracking pupils' progress in science is good. The co-ordinator is enthusiastic about the subject and provides good leadership of which monitoring is a part. Resources are good and occasionally some resources are borrowed from the 'family' of primary schools in the area. Practical environmental studies enhance the science curriculum. On their residential visit, older pupils find out about animals and plants through their 'walk in the woods'. Year 5/6 pupils visit Bramcote Park and look at mini-

beasts and listen to sounds in the park. These environmental studies make a valuable contribution to the pupils' experiences and enhance the quality of learning in science.

ART AND DESIGN

104. No teaching was seen in art and design during the inspection. However, evidence from discussions with pupils, work on display, an examination of portfolios of pupils' past work and their sketchbooks, indicates that pupils are receiving a relevant curriculum which covers the required programmes of study and that standards are good. This is an improvement on the judgement made in the previous report. Pupils, including those with special educational needs, make good progress and enjoy an interesting range of activities. Art and design is an area where pupils with special educational needs can more readily gain success and increase their self-esteem and every effort is made to help them do so.
105. Throughout the school there is an emphasis on exploring art and design techniques from a range of eras and cultures. In Years 1 and 2, pupils are developing useful skills in two and three-dimensional work using a wide range of media. They experiment with pencils, paint and textiles to create colour and texture. They are introduced to the work of famous artists, such as Mondrian and have used information and communication technology to paint pictures in his style. They look closely at natural and man made objects, then produce observational drawings and paintings. They have recently made careful sketches of windows, doors and balconies seen on a visit to the local area and are making comparisons with those seen in pictures of Venice.
106. During Years 3 to 6, pupils are introduced to a wider range of materials and are given good instruction which helps them produce accurate, detailed sketches and drawings. They study the work of famous artists and craftsmen from various cultures. Work of high quality was seen of pictures in the style of Van Gogh and the Indian artist Jamini. By the end of Year 6, pupils are competent in choosing their own style and materials for art projects. They evaluate their work and make improvements. High quality work in sketchbooks is carefully marked and includes guidance to pupils on how to improve their techniques.
107. Work is often planned to support learning in other areas of the curriculum. The current whole school focus on 'The Stonemason's Yard', a painting by Canaletto, is being successfully used as a stimulus, not only for a range of artwork, but also for high quality stories and poems and musical compositions. Some pupils made clay waymarkers as part of a local environmental project. Pupils are confident in using information and communication technology to create pictures and patterns; for example, Islamic carpet designs. The work in art and design makes a positive contribution to multicultural work.
108. Work in art and design is enhanced by visits to a local art gallery and a sculpture park. Pupils learn from craftsmen how to paint on glass and silk. A special art day was held in school. The co-ordinator ensures a good level of resources for the wide range of activities and is always seeking innovative ideas which will further increase the range of experiences available to pupils. Work on display throughout the school, enhances the appearance of the environment and makes a very positive contribution to the ethos of the school.

DESIGN AND TECHNOLOGY

109. It was not possible to see any design and technology lessons during the period of the inspection due to the way the timetable is organised. However, evidence from teachers' planning, photographic evidence, displays and discussion with staff and pupils indicates that the standards attained at the end of Year 2 and Year 6 are above those expected nationally. This is a significant leap forward since the time of the previous inspection when standards were judged to be unsatisfactory at both key stages. The issues raised then have been addressed.
110. All pupils, including those with special educational needs, acquire a good range of skills and knowledge and through both key stages they make good progress. The school has increased the opportunities for pupils to investigate, disassemble and evaluate products and to be involved in focused practical tasks and in designing and making assignments. There is now a good emphasis

on progression through a range of skills. The school is making good use of the national guideline.

111. Pupils in Years 1 and 2 make vehicles using axles and a variety of wheels. Photographic evidence of vehicles shows a good awareness of designing, making and evaluating. One Year 2 pupil evaluated his design of a convertible car by writing, 'Next time I would use glue instead of sticky tape so that it looks like a normal car'. Year 1 pupils design and make paper patterns for a teddy bear's coat. Some pupils design on fabric using fabric crayons, others use a marbling effect on fabric. The finished felt coats are joined with velcro and decorated with, for example, sequins. By the end of Year 2, pupils have developed good manipulative skills in cutting, gluing and assembling a variety of materials. They fold and join materials and are becoming skilled at identifying problems.
112. Year 3/4 pupils design and make moving pictures; they experience the skill of designing and making levers and sliders. These pupils study different types of pop-up books and use this information to make storybooks for younger pupils. This is extending their literacy skills and they read and share their finished storybooks with younger children. Pupils design and make a representation of their school building highlighting the playground areas with models of children playing. They move the pupils around with magnets. Year 5/6 pupils design, make and evaluate slippers. They look at different types of slippers, disassemble them, choose suitable fabrics and wadding and finally plan design specification and construction. All the elements of design and technology are in place from designing to final evaluation. Pupils know they have to select the materials to suit the purpose and recognise what level of planning is necessary before they start to construct.
113. Although no teaching was seen, it is possible through reviewing teachers' planning, pupils' design books and completed work to judge that teachers have high expectations. These high expectations of the quality of the finished product ensure pupils respond positively. There is good progression in pupils' learning.
114. Key Stage 2 pupils attended a design and technology workshop day in Mansfield. Year 3/4 pupils designed, made and evaluated a 'perfect drink'. They designed packaging for a clock; very good design techniques are clear from the photographic evidence of these clocks with moving hands using batteries. Team spirit and care are central to the school's life. This is apparent in the beautiful collage recently completed which is on display in the library. Every pupil has sewn or glued an insect or part of an animal on to this collage about creation, cleverly using the acronym 'CREATE' from the school's mission statement. Year 5/6 pupils, helped by an architectural model maker, are currently working on a three-dimensional model of buildings in Venice, based on the theme of Canaletto's 'Stonemason's Yard'.
115. The subject is well led and managed by a very enthusiastic co-ordinator who has ensured that design and technology has a high profile. There is clear guidance as to what should be taught and when. The co-ordinator oversees teachers' planning to ensure that teachers follow a common approach. The school has a good range of resources that are well used to teach the subject. There are good links with literacy, with pupils being encouraged to produce a plan and write evaluations on their projects; numeracy skills are used in measuring. The co-ordinator keeps written observations about pupils' work across the school. There are plans for future developments in the subject including the further development of written assessments.

GEOGRAPHY

116. During the inspection no geography lessons were observed at Key Stage 1 but two were seen at Key Stage 2. Evidence from lessons seen, the scrutiny of pupils' work, displays, photographs and discussions with pupils and staff indicates that standards are above those expected nationally for pupils of the same age across both key stages. Progress is good across the school for all pupils, including those with special educational needs. This is an improvement on the judgements of the previous report.
117. In Years 1 and 2, pupils undertake fieldwork in the local area and have successfully written about how to make it safer. Pupils draw maps showing their route to school. They compare and contrast living in Stapleford with Venice, such as in the modes of transport when they draw gondolas and cars. Pupils study the African continent and look at Zimbabwe in particular. Their study of Zimbabwe provides a stark contrast between their own area and that of a developing country. 'St John's Bear'

travels around the world accompanying pupils and staff on their holidays; this raises pupils' awareness of places around the world. By the end of Year 2, pupils demonstrate a clear awareness of localities beyond their own.

118. Between Year 3 and Year 6 pupils acquire a good understanding of factors relating to development and to land use. Year 3/4 pupils experience a local town trail in Stapleford. They identify attractive and unattractive features; for example, they write that the dump (recycling area) spoils the area and is too near the school. Pupils discuss environmental issues and recognise buildings that spoil the area. Year 3/4 pupils visit Dale Abbey village and compare rural life with the urban life of Stapleford.
119. Year 5/6 pupils undertake an in-depth study of rivers. They know the names and location of the most important rivers on a map of the United Kingdom. They describe the stages of the river using correct geographical vocabulary; for example, meander, estuary and erosion. The Internet is used to research information about the Nile and the Amazon. By the end of Year 6, pupils show a good knowledge of how humans have influenced the conservation or pollution of earth and how environmental projects can help to care for the planet. Environmental issues and citizenship are well linked to the geography curriculum. Every term an 'Environmental Day' is planned for the whole school; this consists of planting seeds, litter picking, environmental games, map trails and compass trails.
120. The teaching seen was good overall with some very good aspects in the teaching at Year 5/6. This is an improvement since the previous report. Good opportunities are given for pupils to develop their speaking and listening skills; for example, in considering viewpoints about the problems of traffic in Stapleford. Work is well planned and organised with clear learning objectives. All pupils across the key stage are well managed, stay on task, collaborate well and enjoy the learning.
121. Every opportunity is taken by the school to widen the pupils' experiences and knowledge of the world. For example, a charity worker working in Mozambique led one assembly during the inspection. She showed the pupils slides about the area and how clean water is taken to the village where she is stationed and how solar panels are used as a source of energy to retrieve water from deep in the ground. This experience made a good contribution to pupils' social, moral and cultural development. Educational visits enhance the subject; for example, Year 1 and 2 pupils have visited the local council office to see how the council functions. Older pupils visit Bramcote Woods, a geological centre and experience a residential visit with an environmental theme.
122. Resources are good. For example, Year 3/4 pupils have many varied, beautifully illustrated books to research information about the weather in different countries around the world. They confidently use the computers choosing a paint program to illustrate their chosen country, print information about the country on a postcard and e-mail to a friend. The subject is due to be reviewed at the end of 2003. The scheme of work is based on national guidelines and the co-ordinator has devised a two-year rolling programme to accommodate the mixed age group classes. Informal assessments are undertaken and the headteacher and co-ordinator monitor teachers' planning and evaluations. Overall the subject is well co-ordinated.

HISTORY

123. No lessons were observed in history during the inspection. Evidence from discussions with pupils, scrutiny of work, teachers' planning and displays, indicates that pupils, including those with special educational needs, are receiving a relevant curriculum covering the required programmes of study. The good standards being reached represent an improvement since the previous inspection.
124. In Years 1 and 2, work focuses on comparisons of old and new and looking for changes which have taken place. Pupils compare old toys and games with those available now and observe how holidays have changed. They are introduced to other sources of evidence, such as the diary of Samuel Pepys, telling about the Great Fire of London and also stories of important people from the past such as Florence Nightingale; they make comparisons between her hospital and those of today, to see what improvements have taken place. By the end of Year 2, through stories and pictures from the past, pupils are beginning to realise how and why things change.

125. At Key Stage 2, the theme of change is further developed. Time lines help pupils to understand the passing of time. Through a study of ancient civilisations such as the Egyptians and the Greeks and also the Roman, Saxon and Viking invaders, pupils learn reasons why people lived different lifestyles. They examine the lives of rich and poor, conqueror and conquered. They make comparisons; for example, between the lifestyles of people of Sparta and those of Athens, by assessing the strengths and weaknesses of each.
126. Pupils enjoy research. They use books, pictures and artefacts and the Internet as sources of information and begin to question the evidence, learning the difference between fact and opinion. In a recent study of the Tudors, the oldest pupils studied crime and punishment. They wrote as a market inspector, highlighting various infringements of the market rules. They learned about the ideas, beliefs and values of people; for example, how changes in the power of the king and church affected people's lives and why people suffered because of their religious beliefs. They recognise the importance of the great explorers and of the wish of other nations to conquer Britain. Pupils wrote as spies, sending information to the enemy about the most vulnerable ports in Britain, prior to a proposed invasion of the country. By the end of Year 6, through an interesting and thought provoking curriculum, pupils understand the reasons for changes which have taken place in history and have an opportunity to decide whether the changes were an improvement or not and for whom. Some of the oldest pupils have developed strong views and are confident in expressing them.
127. Although there is evidence of work in history being used well to develop writing skills, especially by the oldest pupils, this could be further developed. Some worksheets used impose restrictions on the amount of writing done. Good use is made of information and communication technology for presentation of work and research. Good guidance has been provided to useful sites of information. The curriculum is enhanced by studies of the school, the local area which can be traced back to the Saxons and also by visits to living museums such as Wollaton Hall and the Galleries of Justice. An enjoyable Victorian Day was held in school. Pupils use CD-ROMs and videos for information. The school is well resourced and also makes use of library loans. The co-ordinator has a good overview of the work of the school through his monitoring and evaluation role.

INFORMATION AND COMMUNICATION TECHNOLOGY

128. Standards in information and communication technology are good at the end of Years 2 and 6. A minority of older pupils attain particularly high standards. Pupils with special educational needs make at least satisfactory progress. Standards have improved since the previous inspection. Teachers are now more confident and knowledgeable and their expertise is enabling them to make better use of available resources. All areas of the subject receive equal attention, but the school is aware of the need for more training for staff in the more advanced aspects of control and modelling. The school recognises the growing importance of information and communication technology in helping to raise standards across the curriculum. Although a good start has been made, this is an area identified by the school for further improvement.
129. In the one short lesson seen during the inspection, Year 3 and 4 pupils demonstrated musical compositions created in a previous lesson. They were able to make positive critical comments on their own and other pupils' performances. Other work seen, together with observations of pupils working independently, suggests that the teaching of skills is well structured. Scrutiny of current planning and well-organised samples of work indicates that pupils are given a broad range of worthwhile experiences throughout the school and make good progress. Teachers have worked hard to increase their expertise. They take care to ensure that pupils understand what is required of them. Each class has a weekly lesson where a skill is taught and then pupils practise during the week. Records are kept of attainment in the key information and communication technology skills. All pupils have equal access to the curriculum.
130. The pupils in Years 1 and 2 are given a good start in their learning. They operate simple programs, follow instructions and use keyboard commands. They use programs to reinforce work done in English and mathematics. By the end of Year 2, most pupils can use the arrow keys and the mouse and have developed some word processing skills, which they use to reinforce language work. They write simple stories and poems and make simple graphs on such things as modes of transport used to and from school. They use art programs to make pictures in the style of artists such as

Mondrian. They give simple commands to make a programmable robotic vehicle move in various directions and have recently created a 'world' for it to move about in.

131. By the end of Year 6, pupils have experienced all the required areas of information and communication technology. They draft and edit written work on a very regular basis. They produce multimedia presentations, for example, storybooks and use CD-ROMs to gather information on a variety of subjects, particularly in connection with history projects. Local fieldwork in geography is enhanced by the use of digital cameras. Data collection and handling exercises become more complicated, sometimes including up to ten fields of information. The oldest pupils use equipment to measure and record changes in temperature. They check for accuracy in data collected. Pupils are competent at using the Internet to download information and in sending e-mails. In Years 3 to 6, a significant number of pupils can work independently in the library with little supervision.
132. The co-ordinator has worked very hard to raise the profile of information and communication technology in the school. It is a priority in the school development plan with clear plans for the way forward and an indication of progress already made. A comprehensive subject development plan shows future priorities. It is based on a thorough audit of needs including observation of work in the classrooms. The accommodation imposes limitations on the organisation of information and communication technology; the school makes the best use it can of space and has plans to increase and upgrade equipment. The school has firm plans to extend the use of software to better support teaching and learning in all areas of the curriculum.

MUSIC

133. Standards in music were judged as unsatisfactory at the time of the previous inspection. During this inspection, there was insufficient evidence to make secure judgements about standards. There are however, a small number of pupils with good musical talent.
134. Pupils in Year 1 and Year 2 show an enthusiasm for singing songs, often with a strong pulse such as 'Yellow Submarine', 'Music Man' and 'Clap your Hands'. They recognise the difference between pulse and rhythm and develop simple compositions. They are encouraged to make up a rhythm for the rest of the class to echo without the use of words. Pupils compose music for the characters of the book 'The Gruffalo'. They devise ways of depicting their compositions, choosing quiet and loud and fast and slow elements. They write their own background music, creating their own system of notation, depicting the 'mouse' meeting the 'Gruffalo'. By the end of Year 2, the indications are that most pupils can recognise and explore how sounds can be organised and performed with simple accompaniments; they have learnt to represent sounds with symbols.
135. From Year 3 onwards, pupils build on previous experiences and further develop their performing, appraising and composing skills. Singing skills improve and pupils enjoy singing songs such as 'The Water of Life' and 'The Best Gift I Can Offer'. Pupils write about their favourite kinds of music. Canaletto's painting is used to suggest words and images; the pupils devise musical sounds to portray the people in the foreground of the painting and the canal. Pupils use software to develop their own compositions. Older pupils appraise pieces of music such as 'The Lark Ascending' by Vaughan Williams and 'Sprach Zarathustra' by Richard Strauss. In a useful link with work in design and technology, pupils build their own musical instruments. They listen to music inspired by space and produce group compositions to depict space travel. By the end of Year 6, most pupils are able to recognise and explore how sounds can be organised; they become skilled at representing sounds with symbols.
136. Two lessons were observed during the inspection, one at each key stage. The quality of teaching and learning was good overall. Pupils are successfully encouraged to collaborate and to strive for improvement. The lessons ensured that all pupils had access to an instrument and learning moved at a good pace. During the assemblies observed, the pupils sang enthusiastically with good recall of the words of the songs.
137. Teachers follow the school's clear and recently developed scheme of work which is based on the nationally prescribed music guidance. This allows pupils to experience the full music curriculum and to build systematically on their learning. There are lessons in brass and woodwind for a small

number of pupils and two recorder groups involving around 20 pupils meet weekly. All pupils are involved in singing and performing in the annual Christmas performances held in the local Methodist church hall.

138. The co-ordinator, who is the Key Stage 1 teacher, leads the subject well and with enthusiasm. There is no formal system for assessment. The subject is well resourced with good provision for untuned and tuned percussion instruments. Future plans include the further development of singing and more involvement by the co-ordinator with the Key Stage 2 pupils.

PHYSICAL EDUCATION

139. The school is disadvantaged by the lack of a school hall for gymnastics, dance and indoor games; the front playground is unsuitable for organised physical education as it slopes significantly. However, the staff go to great lengths to ensure that all the appropriate areas of physical education are covered. As only one lesson was observed, there was insufficient evidence to make secure judgements on standards in physical education. Swimming is a strong aspect of the curriculum. Pupils from Year 2 to 6 have swimming and gymnastics experience from September to March. All these pupils go by coach to the leisure centre, half go swimming and the rest go across the road to the local secondary school gymnasium. By the end of Year 6 all pupils swim at least 25 metres and the majority gain further badges and awards. The present Year 5 are all swimming beyond 25 metres.
140. Whilst the Key Stage 2 pupils are swimming, the Reception children use the two classrooms with the partitions drawn back to have their physical education lesson. They use small climbing apparatus, trestles and mats. The older pupils have an opportunity to attend outdoor pursuits at a residential education centre when they are able to practise outdoor and adventure activities. These include abseiling, rock climbing, canoeing, archery and orienteering. An issue in the previous report was about a concern over the supervision of pupils when they leave the school to cross the busy main road to go to the playing field opposite for games and athletics. This issue has been well addressed. Very good supervision of pupils crossing the busy road to the playing field was observed during the inspection. Two adults wore reflective yellow jackets and ensured all pupils were safely across the road before they left their position in the centre of the road. Pupils are trained to carry equipment safely with balls in nets and the rest in boxes. Health and safety aspects are good.
141. Teachers' planning indicates that all the aspects are covered as effectively as possible given the accommodation constraints. This is an improvement on the previous report which was critical of the provision. After the previous inspection the physical education consultant from the local education authority led training for all staff which led to a scheme of work appropriate to the particular needs of the school. This scheme of work has been very successful in giving the subject a higher profile and enhancing staff confidence.
142. The quality of the teaching in the lesson observed was good with effective planning and clear instruction, allowing all pupils including those with special educational needs to make satisfactory gains in their skills. Pupils were helped to understand why exercise is good for health, fitness and well-being. Warm up stretches introduced the lesson and then running in a structured way followed. There was very good demonstration by the teacher of the skills of throwing and catching with an emphasis on throwing accurately and following correct arm movements. Pupils responded well to the balance of instruction and practice and were given the opportunity to comment on their own progress and the performance of others. The pupils showed good attitudes, behaved well and worked independently or with a partner or group; they showed a good sense of team spirit.
143. The subject co-ordinator is very enthusiastic and leads the subject well. The subject has become more focused since the appointment of the present headteacher. Simple assessments are undertaken. Although no extra-curricular sporting activities are offered to the pupils, the school engages the pupils in many occasional activities. Morris dancing is performed by Year 5/6 pupils at the summer fair. Year 3/4 pupils have country dancing lessons and take part in an annual country dance festival. The subject is well resourced.

RELIGIOUS EDUCATION

144. Standards in religious education are broadly in line with the requirements of the locally agreed syllabus which is currently being reviewed. During the inspection it was not possible to observe any lessons. Evidence considered included a scrutiny of work on display, pupils' work, teachers' planning and observations of acts of collective worship. The detailed scheme of work gives teachers clear guidance on what to teach.
145. Pupils are helped to gain an understanding of festivals and celebrations in Christianity and other major faiths. At Key Stage 1, they learn about Judaism and about Shabbat and the Torah. They enjoy stories from the Bible, such as 'Joseph and his Coloured Coat'. They hear of the lives of St Francis of Assisi and Mother Teresa. They learn about significant events in the Christian calendar by listening and responding to the stories of Christmas and Easter. They enjoy their visit to St Helen's church, writing about the function of the font and the lectern, creating their own 'stained window'. By the end of Year 2, pupils are able to retell some religious stories and can identify some religious teachings.
146. At Key Stage 2, pupils are enabled to gradually increase their knowledge not only of Christianity but also of the other major faiths of Islam, Buddhism, Hinduism and Sikhism. In learning about Sikhism, they consider how the Golden Temple of India differs from the Christian cathedral and churches; they gain insights into Sikh beliefs, dress and symbols. They are helped to understand the difference between 'awe' and 'wonder', giving their own examples. They study the Bible further, understanding its importance to Christians and what makes it so special. They learn about the miracles of Jesus. They are helped to consider baptism and Holy Communion. They write prayers including harvest ones. They learn about the life of key figures in the history of the Church of England, such as St Cuthbert, St Peter and St Patrick. Pupils are helped to learn that all religions offer guidance on how to live life, so that elements of religion can be applied to their own lives. By the end of Year 6, pupils have become aware of the key beliefs and teachings of the religions studied.
147. All pupils, including those with special educational needs, develop their knowledge of Christianity and other faiths in a systematic way. In assemblies, pupils listen attentively and are happy to respond to the questions asked. These well-planned acts of collective worship contribute effectively to the subject. Pupils sing tunefully and enthusiastically. Opportunities for reflection and prayer are encouraged on these occasions, such as during the very good celebration of achievement assembly observed during the inspection.
148. Pupils enjoy listening to stories and finding out about world faiths. They benefit from regular visits to the church. Year 6 pupils learn about aspects of worship and reflection through the annual visit to Southwell Minster. During the inspection, this visit included the opportunity to find about people who inspire others; for example, through a dramatisation of the life story of William Booth who founded the Salvation Army.
149. The well organised, relatively new co-ordinator is leading the subject with strong commitment. The policy has recently been reviewed and there is a helpful scheme of work. Simple manageable assessments are undertaken. The co-ordinator has firm plans to better enable the pupils to access information, for example on world religions, through the use of computer software. The subject is well resourced and good use is made of religious artefacts from other faiths. The work in religious education and the collective acts of worship both serve to clarify and affirm the values of the school; it has a very positive impact on the pupils' spiritual, moral, social and cultural development.