

INSPECTION REPORT

HOLY FAMILY CATHOLIC PRIMARY SCHOOL

Worksop

LEA area: Nottinghamshire

Unique reference number: 122820

Headteacher: Mr J Cape

Reporting inspector: Mr P Edwards
21069

Dates of inspection: 24th – 27th March 2003

Inspection number: 248406

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Voluntary aided

Age range of pupils: 3 – 11 years

Gender of pupils: Mixed

School address: Netherton Road
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Nottinghamshire

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Appropriate authority: The Governing Body

Name of chair of governors: Mrs M Carroll

Date of previous inspection: November 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21069	Mr P Edwards	Registered inspector	Science Information and communication technology Physical education Educational inclusion Special educational needs English as an additional language	The school's results and pupils' achievements. How well are pupils taught? What could the school do to improve further?
15181	Mrs M Hackney	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?
18027	Mrs S Mawer	Team inspector	The Foundation Stage Design and technology	How well is the school led and managed?
15023	Mr A Haouas	Team inspector	English History Music	
30398	Mr C Scola	Team inspector	Mathematics Art and design Geography	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Holy Family Catholic Primary School is situated in Worksop in Nottinghamshire. The Nursery Class accommodates 50 children who attend either morning or afternoon. There are 185 pupils in the main school, 84 boys and 101 girls. This is similar to the average primary school. Almost all pupils are from white ethnic backgrounds and none are at an early stage of learning English as an additional language. The percentage of pupils eligible for free school meals (9.1 per cent) is below the national average. The percentage of pupils on the school's register of special educational needs (11.6 per cent) is below average. One pupil has a statement of special educational need. Attainment on entry to the Nursery Class is broadly average. The school is popular and few pupils leave or join other than at the normal times. The school has recently received the Basic Skills Award.

HOW GOOD THE SCHOOL IS

This is a very good school that has made significant progress since the previous inspection and which now has many strengths. By the time the pupils leave school at age eleven, their standards in English, mathematics and science are above national expectations. The quality of teaching and learning is good in the infants and very good in the juniors and Foundation Stage, enabling pupils of all ages and abilities to make at least satisfactory and often good progress. The headteacher provides outstanding leadership and management and is provided with very good support from a hard-working staff and Governing Body. The school provides very good value for money.

What the school does well

- By the end of Year 6, standards in English are above the expected level and they are well above the expected level in mathematics and science. Standards in information and communication technology and art and design are above expectations at the end of both Year 2 and Year 6. Standards in mathematics are also above expectations at the end of the infants.
- Teaching is good in the infants and very good in the Foundation Stage and the juniors.
- Pupils' behaviour is very good and they have excellent attitudes towards work and school.
- The curriculum for children in the Foundation Stage is very good and it is good for all other pupils. There is a very good range of out of school activities that enhance the curriculum.
- The provision for the pupils' spiritual and moral development is excellent.
- The pupils are very well-cared for and there are good procedures in place for monitoring the pupils' progress.
- Parents think highly of the school and the quality of information provided for them is very good.
- The headteacher provides outstanding leadership and is provided with very good support from a hardworking staff and Governing Body.

What could be improved

- The role of some subject co-ordinators.
- The quality of the teachers' marking and the pupils' presentation of work.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in November 1997 and has made very good progress since that time. At that time there were weaknesses in the quality of the teaching. Lessons were not planned well enough to take account of the needs of more able pupils and those with special educational needs. The school did not plan sufficiently to enable the pupils to appreciate the diversity of other cultures.

At the time of the last inspection 15 per cent of the teaching observed was unsatisfactory. Teaching is now very good overall and a high proportion of excellent teaching was seen during the inspection. The teachers' planning, although variable, is generally of a high quality and the needs of the more able pupils and those with special educational needs are effectively met. The provision for the pupils' cultural development is now very good and the staff have worked very hard to ensure the pupils gain a very good insight into the multicultural society in which they live. Although there was a slight dip in the standards achieved in National Curriculum tests at the end of Year 6 in 2002, the overall trend is one of steady improvement. Inspection evidence shows there have been good improvements in the standards attained by pupils at the end of Year 6 in English, mathematics, science and information and communication technology. Because of the strong leadership of the headteacher and the very good support of the staff and Governing Body, the school is well placed to make further progress.

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				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	B	A	C	C	well above average A above average B average C below average D well below average E
mathematics	C	A	C	B	
science	A	A	B	A	

The 2002 national test results at the end of Year 6 show standards in English and mathematics to be broadly average and above average in science. When compared with similar schools, attainment is average in English, above average in mathematics and well above average in science. The Year 6 group who took the tests in 2002 contained a significant number of pupils with special educational needs – just over a third – and this accounts for the dip in the results for that year and disguises the steady improvement in pupils' attainment in English, mathematics and science over the past four years. At the time of the previous inspection only 39 per cent of the pupils attained the expected level in English – last year it was 80 per cent, slightly more than the national average. The literacy and numeracy targets for the current Year 6 pupils are challenging and the school is well on course to achieve them. The inspection findings show that pupils, including those with special educational needs, make very good progress in English and their attainment is above average. They make very good progress in mathematics and science and their attainment is well above average. The difference between the test results and the inspection findings is due to differences in cohorts and the high quality of teaching in the current Year 6 class.

The 2002 end of Year 2 national test results show that pupils' attainment is in line with the national average in writing and above the national average in reading and mathematics. When compared with similar schools, pupils' attainment is average in writing and above average in reading and mathematics. On the basis of the test results, the standards have been reasonably steady over the last four years. The slight decline in writing is due to a high number of pupils with special educational needs in that year group. The teacher assessments show that attainment in science is average. The inspection findings paint a similar picture to the test results for reading and writing and the teacher assessments for science but show that attainment is above national expectations in mathematics. The difference between the test results and the inspection findings in mathematics is due to differences in cohorts and the improved quality of teaching in that subject. Pupils make satisfactory progress in English and attainment is in line with national expectations. Pupils, including those with special educational needs, make good progress in mathematics and science and attainment is in line with national expectations in science and above expectations in mathematics by the end of Year 2.

At the end of Year 2 and Year 6, standards are in line with national expectations in design and technology, geography, history, music and physical education and above national expectations in information and communication technology and art and design.

The children start full time education in the Reception class with average levels of attainment. Very good teaching in the Nursery class and good teaching in the Reception class ensures that they make very good progress in all areas of learning apart from their physical development, which is good overall. By the time they leave the Reception class, nearly all children achieve the Early Learning Goals in all areas of learning with about a quarter exceeding the standards. This represents good levels of achievement in relation to the abilities of the children when they start school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. The pupils are very keen to come to school and have very positive attitudes towards work. They show high levels of enthusiasm for all aspects of their work.
Behaviour, in and out of classrooms	Very good. Pupils behave very well in lessons and in the playground. They are polite and helpful.
Personal development and relationships	Excellent. The pupils work co-operatively on group activities. Older pupils take pride in looking after younger pupils as part of the 'Buddy' system. They willingly take on jobs and responsibilities around the school. Relationships amongst pupils and between pupils and staff are excellent.
Attendance	Good. Attendance is above the national average and lessons start promptly.

TEACHING AND LEARNING

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

Teaching is very good in the Foundation Stage and in the juniors and it is good in the infants. Teaching has improved significantly since the previous inspection when there was a high proportion of unsatisfactory teaching.

Teaching is good in the Reception class and is particularly good in the Nursery Class where some outstanding practice is demonstrated by a very skilled teacher and where experienced teaching assistants provide good support. Overall, the teaching is enabling children to make very good progress in their learning and to achieve very well. The very effective teaching is characterised by a very good understanding of the needs of young children and well organised activities that challenge them well in a stimulating environment. Because of outstanding relationships in the Foundation Stage, the children really enjoy coming to school and are highly motivated to learn.

The teaching and learning of literacy and numeracy are very good in the juniors. In the infants, the teaching of literacy is satisfactory and good in numeracy and there are appropriate opportunities for the pupils to develop these skills in other subjects. Science and information and communication technology are very well taught in the juniors and are taught well in the infants. The teaching of history, art and design, music and physical education is good throughout the school. In all other subjects, teaching and learning are at least satisfactory.

Relationships between teachers and the pupils are excellent and this ensures the pupils learn in an environment where they are not afraid to have a go and where they can express opinions and views without fear of failure. A particular strength of the teaching is the teachers' ability to use questioning effectively, identifying what the pupils have learned and what needs to be given further coverage to consolidate their understanding. All teachers have very high expectations of behaviour and the pupils respond accordingly, demonstrating high levels of self-discipline. In the best lessons, the teachers are very enthusiastic, ensuring high levels of motivation amongst the pupils. Occasionally, in the infants too little time is devoted to pupils recording their own work with too much time spent on discussions. The quality of marking is satisfactory overall but it could be better. Work is marked regularly and conscientiously but teachers rarely take the opportunity to identify to pupils how their work might be improved. Pupils do not always present their work as neatly as they could and this is an area for both teachers and co-ordinators to address. Good use is made of homework to support pupils' learning, particularly in the core subjects of English, mathematics and science.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum in the Foundation Stage is very good. The children are provided with a very good range of varied and stimulating activities. The curriculum for pupils in the infant and juniors is good and they are provided with a very good range of out of school activities that enhance their learning.
Provision for pupils with special educational needs	Very good. The needs of these pupils are identified early and they are provided with a good level of support. The provision is very well managed by the special educational needs co-ordinator and the new Code of Practice has been fully implemented.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The provision for the pupils' spiritual and moral development is excellent and there is very good provision for their social and cultural development.
How well the school cares for its pupils	Very good procedures are in place to ensure the health and well-being of pupils and there are very effective child protection procedures. Procedures for assessing the pupils' progress are good and they are used effectively by teachers to raise standards.
How well the school works in partnership with parents.	Very good. The school provides very good levels of information about what is happening in school. Most parents are supportive, keen to help their children and think very highly of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides outstanding leadership and is well supported by senior staff. The roles of subject co-ordinators have improved significantly but co-ordinators now need to identify how they are monitoring progress towards targets that have been identified.
How well the governors fulfil their responsibilities	Very good. The Governing Body is well informed, knowledgeable and provides very good support for the school. It fully meets its statutory duties.
The school's evaluation of its performance	Good. The headteacher and governors have a very good awareness of the school's strengths and weaknesses and the good school development plan has been used effectively to ensure progress has been made in achieving its goals. The school is constantly evaluating its performance and through a wide range of strategies, identifies how it might improve.
The strategic use of resources	Good. Effective use is made of all available funds. The school has been very effective in securing additional grants for improving the accommodation and learning resources. It makes very effective use of the expertise of staff and visitors to enhance the learning opportunities for pupils. Administrative, caretaking and support staff play an important role in the smooth running of the school. The school constantly seeks to identify ways in which its resources can be used most effectively. The Governing Body and headteacher ensure best value for money through the processes of comparison, consultation, challenge and competition.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school and are making good progress. • Behaviour is good and the school is helping their children to become mature and responsible. • The teaching is good. • There is a good relationship between parents and the school. • They think highly of the school and feel comfortable in approaching the school with any problems or concerns. • The school is well led and managed. • The children are provided with a good range of visits and out of school activities. 	<ul style="list-style-type: none"> • The amount and range of homework. • The quality of information about the progress their children are making.

The inspection team agrees with the parents' positive views of the school. It does not agree with their negative comments. The amount and range of homework is similar to what is seen in many other primary schools and is satisfactory. The quality of reports outlining pupils' progress is good and there are good opportunities for parents to discuss their child's progress with staff.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children start full time education in the Reception class with average levels of attainment. In the Foundation Stage, very good teaching ensures that they make very good progress in all areas of learning apart from their physical development, which is good overall. By the time they leave the Reception class, nearly all children achieve the Early Learning Goals in all areas of learning with about a quarter exceeding them. This represents good levels of achievement in relation to the abilities of the children when they start school.
2. The 2002 end of Year 2 national test results show that pupils' attainment is in line with the national average in writing and above the national average in reading and mathematics. When compared with similar schools, pupils' attainment in writing is average and above average in reading and mathematics. On the basis of the test results, standards have been reasonably steady over the last four years. The slight decline in writing is due to a high number of pupils with special educational needs in that year group. The teacher assessments show that attainment in science is average.
3. Inspection findings indicate that at the end of Year 2, pupils' attainment is in line with national expectations in English and science and above national expectations in mathematics. The school has put considerable effort into raising standards and the improvement in teaching, better curriculum planning and monitoring and the successful implementation of literacy and numeracy strategies are now having a positive impact. Most pupils make satisfactory progress in their reading and benefit from additional support in school and at home. Pupils read a range of texts with a fair degree of fluency and the more able pupils show good expression. A number of less able pupils are not fully familiar with the organisation of non-fiction books and the use of the index page. In writing, most more able pupils write extensively and choose vocabulary imaginatively with some good examples of instructional writing, poems and character profiles. A minority however, do not sustain their ideas or write in complete sentences. Speaking and listening skills are satisfactory in the infants and pupils are encouraged to participate in discussions and to respond to questioning. In mathematics, the pupils have a good grasp of number and pattern and measure accurately using standard and non-standard measures. They have a good knowledge of a number of two and three-dimensional shapes. In science, pupils have a satisfactory knowledge of scientific concepts and carry out a range of investigative activities although they need more opportunities to record their findings independently. There are appropriate opportunities for the pupils to use their literacy and numeracy skills across the curriculum and to develop their learning in these areas although the school has identified that this aspect could be improved further.
4. The 2002 National Curriculum test results at the end of Year 6 show the pupils' attainment in English and mathematics is in line with the national average and in science it is above average. When compared with similar schools, the pupils' attainment is average in English, above average in mathematics and well above average in science. The results are not as good as in the previous year but there has been a gradual improvement over the last few years, the rate of improvement is similar to what is seen nationally. The 2002 results were depressed by the number of pupils with in the year group – a third were on the school's register of special educational needs, having being identified as in need of additional support. Inspection findings show that pupils' attainment in English is above average and in mathematics and science it is

well above average. The difference between the test results and the inspection findings is due to the lower number of pupils with special educational needs in the current Year 6 and also to the high standard of teaching that is now taking place. Literacy and numeracy targets for the current Year 6 pupils are challenging and the school is making good progress towards achieving its targets.

5. By the end of Year 6, standards are above average in all aspects of English. In reading, pupils are highly motivated, confident and read extensively. They cope well with demanding material and read independently. They use books for research purposes and make effective use of the school's library. In writing, most pupils write extensively and produce good work when they write playscripts, personal journals, poems and letters. Their writing is imaginative, extensive and varied. Standards in speaking and listening are above average and the pupils demonstrate the ability to speak clearly and to express their point of view coherently. In mathematics, pupils attain well above average standards in their number work. Most pupils demonstrate impressive strategies for mental calculations and have a good understanding of shape, space and measure, and of handling data. In science, the pupils develop a good knowledge of all areas of the curriculum. The pupils are provided with good opportunities to carry out investigations and achieve very well in this aspect. The pupils are provided with appropriate opportunities to develop their literacy and numeracy skills across the curriculum.
6. Standards are above national expectations in information and communication technology at the end of both Year 2 and Year 6 and are better than they were at the time of the previous inspection. This is partly due to the better resources but also to the improvement in the quality of teaching which has arisen from increased teacher confidence. Standards in art and design are also above national expectations at the end of both Year 2 and Year 6. Pupils make good progress in history, information and communication technology and art and design throughout the school. Standards in design and technology, geography, history, music and physical education are in line with national expectations at the end of Year 2 and Year 6. The school has placed considerable emphasis on raising standards in English and mathematics but it has still managed to provide a balanced curriculum. This has ensured that pupils make at least satisfactory progress in other subjects. However, the school recognises that standards can improve further in these subjects. Subject co-ordinators need to identify areas for improvement and indicate how they will monitor progress towards the targets.
7. There is good provision for pupils with special educational needs and this enables them to make progress in line with their peers. In the juniors, they frequently make very good progress in English and mathematics because of the high expectations of teachers, the quality of planning which clearly identifies what they are expected to achieve and the good level and quality of support staff. Pupils with individual education plans make good progress towards their targets. More able pupils are provided with challenging work in the core subjects of English, mathematics and science, particularly in the juniors and this enables them to make the progress of which they are capable. Pupils with particular gifts or talents are identified and additional help and guidance is provided. For example, the local secondary school provides support for a gifted mathematician and clubs provide guidance for pupils with sporting skills.

Pupils' attitudes, values and personal development

8. In all classes pupils have an excellent attitude towards school and many show a distinct sense of joy in learning. This has a very positive effect on their progress and achievements and is an outstanding strength of the school. Pupils and their parents are

very proud of their school and value what it has to offer. All pupils, including those with special educational needs and children who are in the Reception class and Nursery classes, are very happy and enthusiastic and their keenness reverberates throughout lessons and other activities. During lessons, and particularly those where the quality of teaching is high, pupils listen very attentively and eagerly respond to questions and challenging tasks.

9. The school is an extremely pleasant and orderly establishment where pupils, parents and visitors are made very welcome. All adults in the school are very good role models and pupils are very supportive and caring of each other. Most pupils try hard and concentrate well on their work often independently. In all classes pupils work very well together in groups and with partners and they share resources sensibly and willingly. Pupils respond very well to the school's code of conduct that they helped to write, and they flourish in the strong Christian and caring ethos. Pupils know what is expected of them and they are very friendly, polite and helpful towards visitors and each other.
10. Behaviour is very good throughout the school and this has improved since the last inspection. Pupils enjoy the positive system of reward, encouragement and celebration of success and they are secure in the very happy school community. Pupils value the opportunity to win stickers and house points and to take part in the celebration assemblies. Through the very good provision for personal and social education pupils have an excellent understanding of the difference between right and wrong and the impact of their actions on others. They enjoy helping each other as 'buddies' and good examples were seen of older pupils sensitively supporting younger ones in the playground. Behaviour is very good as pupils move around the school and also in the dining room where they sit in social groups and very sensibly and politely eat their midday meal together. Pupils play very harmoniously in the playground and no evidence was seen of bullying or harassment of any kind. Pupils are adamant that bullying does not happen and any problems are always dealt with promptly and effectively by staff. There have been no exclusions during the past year.
11. Relationships throughout the school are excellent. The very happy environment and the caring support, which all adults and pupils show for each other, is a significant strength of the school. In all classes pupils have a very happy relationship with their teachers and support assistants and this has a very positive effect on their progress. Pupils are well aware of the school's commitment to inclusion and they understand the meaning of equality in school. Pupils with special educational needs are treated very sensitively by their fellow pupils who often help them during activities so that they are able to play a full part. The excellent relationships based strongly on Christian values make an important contribution to the work of the school and to pupils' personal and academic progress.
12. Pupils' personal development is very good and is closely linked to the opportunity to take responsibility and use personal initiative. Older pupils are involved in the DARE project for drugs awareness and personal and social development and a large number of pupils graduated from the programme this year. Elected members of the successful School Council represent their classes in discussing their suggestions for improvements to the accommodation and organisation of the school. Other pupils help as classroom monitors, assembly monitors and librarians and care for younger pupils in the playground. Older pupils very confidently work alongside children from the Reception class at the Computer Club and help them to develop their information and communication technology skills. Pupils in Year 6 respond very well to the opportunity to conduct the discussions at the end of lessons and to inform others what they have learnt. They use the library well and are developing good independent research skills

and responsibility for their own learning. Many pupils are involved in a variety of after-school clubs and this provides them with a good opportunity for the development of social and personal skills.

13. Attendance is good, and at 95.1 per cent, is above the national average. Unauthorised absence is below the national average. The level of attendance has been well maintained since the last inspection. The vast majority of pupils are punctual and they are eager to come to school. Registration and lessons start on time, and there is an efficient and well-ordered start to the day when pupils settle quickly into well-established routines. This has a very positive effect on their attitude towards school and on their achievements and progress.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

14. During the inspection, forty one lessons were seen. In these lessons, the quality of teaching was excellent in 12 per cent of lessons, very good in 27 per cent, good in 51 per cent and satisfactory in 10 per cent. There was no unsatisfactory teaching. Overall, the quality of teaching is very good and there has been a significant improvement in the quality of teaching since the previous inspection when 15 per cent of the teaching was unsatisfactory and there was less good and better teaching.
15. The quality of teaching in the Foundation Stage is very good overall and has improved significantly since the last inspection when it was satisfactory overall. Teaching is good in the Reception class but is stronger in the Nursery Class where some outstanding practice is demonstrated by a very skilled teacher and where experienced teaching assistants provide good support. Overall, the teaching is enabling children to make very good progress in their learning and to achieve well. The effective teaching is characterised by a very good understanding of the needs of young children and well organised activities that provide them with effective challenges in a stimulating environment. Because of outstanding relationships in the Nursery class and the Reception class, the children really enjoy coming to school and are highly motivated to learn. For example, in a very good session, the staff clearly explained the various tasks, following on from the teacher's introduction. Children settled very quickly and happily to the task of making a bed and a chair for a very tired scarecrow. Very effective planning and assessment also enhance the teaching. There is a good balance between activities led by adults and opportunities for children to initiate their own learning. Children receive good support in being introduced to elements of the National Literacy and Numeracy Strategies and this is giving them a good foundation as they move through the school. The teaching in the Foundation Stage provides the children with a very positive start to their learning and is a strength of the school.
16. The teaching and learning of literacy and numeracy is very good in the juniors. In the infants, the teaching of literacy is satisfactory and good in numeracy. Teachers have a secure knowledge and understanding of English and mathematics which enables them to respond confidently to pupils' questions. The better teaching in the juniors is due to the high expectations and enthusiasm of the teachers. The National Literacy Strategy and National Numeracy Strategy have been implemented effectively and, in the best lessons, the teachers adapt the strategies appropriately to the needs of their pupils. Throughout the school, the teachers make very effective use of questioning to determine the pupils' knowledge and understanding. Time is generally used effectively and lessons move along briskly, particularly so in the juniors where pupils are expected to make the best use of the time available to them. The level of challenge is particularly good in the juniors and this is seen in the standard of work produced by the pupils. For

example, in an excellent Year 6 numeracy lesson, the teacher used a very wide range of strategies to challenge the pupils' understanding of ratio and proportion and this enabled the pupils to make rapid gains in their knowledge. Throughout the school, there are good examples of teachers effectively encouraging pupils to use their literacy and numeracy skills in other subjects although the school has recognised it could be better.

17. The teaching and learning of science is good in the infants and very good in the juniors. There are good opportunities for the pupils to carry out investigative activities and the teachers demonstrate good subject knowledge. In the best lessons, particularly in the juniors, the pupils are provided with very challenging activities that enable them to make significant gains in their learning. Occasionally, science lessons are too long and this results in the pupils' motivation diminishing slightly towards the end of the session. Infant pupils need more opportunities to record their work independently in order to develop their writing skills.
18. The teaching and learning of information and communication technology is good in the infants and very good in the juniors. Teaching has improved because of the training undertaken by the staff which has resulted in improved confidence and this, coupled with the improved resources has improved the quality of the pupils' learning. There are more opportunities for the pupils to work independently in the juniors and this enables them to make better progress. Throughout the school, the teachers provide the pupils with good opportunities to support their learning in other subjects. The teaching of music is good throughout the school. The school makes very effective use of the expertise of a visiting specialist and class teachers improve their own skills by participating in the sessions that he leads. Physical education is well taught and the pupils are provided with a wide range of activities enabling them to make good gains in their learning. The teaching of art and design is good throughout the school. Art skills are well taught and the pupils are encouraged to interpret the ideas of famous artists and to evaluate their different styles.
19. The quality of teaching in design and technology and geography is satisfactory overall. The teachers' secure knowledge and understanding of the subjects and their improved teaching is helping the pupils to make better progress. In geography, more emphasis needs to be placed on the teaching of specific skills. In history, teaching is good throughout the school. The better teaching is due to the better use of resources which provide more interest in the lessons.
20. Relationships between teachers and the pupils are excellent and this ensures that the pupils learn in an environment where they are not afraid to have a go and where they can express opinions and views without fear of failure. A particular strength of the teaching is their ability to use questioning effectively, identifying what the pupils have learned and what needs to be given further coverage to consolidate their understanding. All teachers have very high expectations of behaviour and the pupils respond accordingly demonstrating high levels of self-discipline and motivation. There is a good level of support for those pupils whose behaviour is challenging. Support in lessons for pupils with special educational needs is good and this support is very well targeted ensuring the pupils make progress in line with their peers.
21. Teachers use a good variety of approaches and there is a good balance between class, group and individual activities. Occasionally, in the infants too little time is devoted to pupils recording their own work with too much time being spent on discussions. Pupils are effectively encouraged to develop independent learning skills and co-operate well on group activities. The quality of learning is very good overall. Most pupils respond very well to their teachers and work hard to achieve the learning

objectives of lessons. The pupils take an active part in lessons, listen well to the views of their classmates and show a mature and responsible attitude towards work.

22. The quality of marking is satisfactory overall but it could be better. Work is marked regularly and conscientiously but teachers rarely take the opportunity to identify to the pupils how their work might be improved. Pupils do not always present their work as neatly as they could and this is an area for both teachers and co-ordinators to address. Good use is made of homework to support the pupils' learning, particularly in the core subjects of English, mathematics and science.

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

23. The quality of the curriculum for the children in the Foundation Stage is very good. Planning is thorough and fully reflects the agreed areas of learning for children of this age. There is a rich and challenging range of broad and balanced activities provided in the Nursery class and the Reception class. Significant improvements have been made to the provision for mathematics and knowledge and understanding of the world since the last inspection. There is a very good focus on helping children to acquire early literacy and numeracy skills.
24. Improvements to the curriculum since the previous inspection have been very good overall and the curriculum is now good in both the infants and the juniors. The provision the school makes for the assessment and support of pupils with special educational needs is good. The school fully complies with recommendations of the Code of Practice. Individual education plans are appropriate and these are shared with pupils and parents. The effective use of individual support from well-trained and skilled teaching assistants is another strength of the provision for pupils who have particular learning difficulties. In all classes the work pupils are set is well matched to their abilities and provides a most suitable level of challenge. Planning throughout the school has greatly improved and all teachers, especially those in the juniors, plan work that is very well matched to the abilities of their pupils. The needs of the more able pupils are now very well met. This is reflected in the well-above average number of pupils who are achieving at the higher levels in the national tests. All subjects now have complete schemes of work, which follow national guidelines. The issue of ensuring that all pupils have opportunities within the curriculum to understand and appreciate the richness and diversity of other cultures has been very successfully addressed. These opportunities are particularly evident in art, music, history and geography.
25. A very good range of extra-curricular events and activities supports the curriculum. These include a wide range of local and extended visits. For example, an extended visit to an Outdoor Centre gives Year 6 pupils opportunities to take part in adventure activities such as rock climbing, orienteering and canoeing. Infant pupils visit a centre for environmental activities and go orienteering in Bestwood Park. A very good range of after school activities, such as Cross-country, Drama, Computer, Crafts, Football and Netball, is available to both infant and junior pupils. All pupils, including the infants, have regular swimming lessons. Sex education and personal and social education are appropriately taught with health education and the use and misuse of medicines are taught as part of science and personal and social education.
26. The school has successfully introduced and implemented the National Literacy Strategy and the National Numeracy Strategy. There are appropriate opportunities across the curriculum for the pupils to develop their literacy and numeracy skills. The

way in which work is very well matched to the pupils' abilities and challenges them very appropriately is a strength of the teaching in all subjects.

27. The school makes good use of the resources in the community. It has some very good links with the two multi-national companies that have local branches in Worksop. These support the pupils' learning, particularly in design and technology and science work. These companies also provide very useful resources and various incentives, which support and motivate all the pupils. Teachers from the secondary school have delivered specialist lessons to support the wider curriculum, enhancing the pupils' learning opportunities. The school also welcomes a variety of visitors from the wider community such as theatre companies, music teachers as well as students from local universities and a number of parents who help in school.
28. The school has good links with the Catholic family of schools and has taken part in some joint activities, sports and training sessions for staff. The Catholic secondary school to which most pupils transfer supports the school well, and pupils visit to see productions and for some joint activities. Good liaison arrangements prior to pupils' transfer include the sharing of information between the special needs co-ordinators to ensure that pupils receive appropriate support. The secondary school numeracy team is currently providing good support for the school by visiting to work with a more able pupil in mathematical skills. The school's facilities are used regularly by a variety of local and church organisations.
29. The school's provision for spiritual, moral, social and cultural education is very good overall. This is an improvement from the last inspection. The school makes excellent provision for the spiritual development of pupils. The whole ethos of the school is founded on very strongly held Catholic beliefs and the way these give meaning and support to everyday life. This results in a community where there is great respect for all individuals, relationships are excellent and consequently there is a very high motivation to learn. Within this very positive community, all pupils have many opportunities in their day-to-day learning to celebrate the wonder of the world in all areas of the curriculum. For example in a science lesson the pupils gasped with surprise and wonder at the size of a Mayo seed. The criticisms of the previous report have been fully addressed. The school now goes to great lengths to ensure that all pupils learn about and reflect on the beliefs and values of other faith groups.
30. The provision for the pupils' moral development is also excellent. This again, is a reflection of the school's excellent ethos and the way that all adults working at the school have consistently very high expectations of the pupils' behaviour and all pupils live up to this. A whole series of rewards that motivate all pupils are in place and the pupils themselves are involved in this. The pupils are made aware at an early age of the difference between right and wrong and have an excellent understanding of how their actions affect the well-being and happiness of others. The honesty of their self-appraisals and the rigorous standards the pupils themselves apply when carrying out any form of self-monitoring, reflect these very high standards.
31. The social development of the pupils is very good. They are encouraged to contribute actively to the life of the school. All the pupils are taught to take responsibility from an early age and their help and collaboration ensure classroom and school routines are very smooth. Older pupils read and write stories for younger pupils and help to supervise their playtimes. There is also a regular programme when Year 6 pupils work to support Reception class children - *'The best bit of our week!'* In the extra-curricular activities, again older pupils work with much younger pupils with great success. All pupils are involved in a range of roles to support the school in the wider community

such as taking round Harvest produce to local elderly people. Pupils are made aware of the needs of others; both in the local and worldwide communities and are particularly involved in supporting the work of the churches charity, CAFOD.

32. The cultural development of the pupils is very good. Since the most recent inspection the school has developed a broad and rich curriculum particularly in art, music, history, geography and religious education. This ensures that pupils' appreciation of their own and other cultures is very well developed. For example, as part of their work on 'Global Awareness' the pupils sing an African Hymn in Assembly, perform an African Dance in physical education and study the traditional African tale - the story of Kalibash children - in their literacy work. The variety and range of art that the pupils study is good. For example they study some of the work of William Morris as part of their geography work and look at the work of such famous painters as Renoir, Picasso, Lowry and Rembrandt. They learn about other religions such as Islam and Sikhism. The richness and diversity of other cultures is reflected in the high standards of work and stimuli displayed around the school, such as literacy work on the Chinese creation myth and a display showing how Hindus worship. These displays, and a similar emphasis in the school's selection of fiction and non-fiction books, ensure that all pupils develop a very positive view, and a very good understanding of other cultures and the diversity of their own cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Very good provision is made for pupils' support and welfare, maintaining what was seen at the last inspection. The school provides a very safe and caring environment in which to learn. Parents are confident that their children are well looked after and that any problems are resolved promptly. The school has a good range of policies which provide very clear guidelines on all aspects of safety and pupils' welfare. All staff know pupils very well and they are alert to their individual, physical and emotional needs. Pupils with special educational needs are very well supported and this enables them to take full advantage of all the educational opportunities the school provides. The induction procedures as children enter the Nursery class and the Reception class are very well established and this ensures that parents understand how the school is organised and helps children to settle quickly into school routines. The good liaison links with the Catholic secondary school to which most Year 6 pupils transfer ensures a smooth transition for pupils and their parents.
34. The Health and Safety policy is very well implemented and the school is very safety-conscious. Very good procedures are followed to monitor the site with governors and the site manager playing a firm and active role in risk assessment. The site manager and staff are vigilant in ensuring that any safety issues are well recorded and promptly dealt with. During lessons and in the playground pupils are well supervised and staff ensure that pupils are aware of safe practices and conduct. Electrical equipment and PE equipment are checked regularly and fire drills each term ensure that all concerned know how to evacuate the building in an emergency. The provision for first aid is very good with all staff qualified. Parents are contacted promptly where necessary and accidents are well recorded.
35. Child Protection procedures are very good and any concerns are well monitored and recorded. A designated member of staff takes responsibility and has attended a recent training course. The school has ensured that all staff, including lunchtime supervisors, are fully aware of the procedures. All pupils have access to outside support agencies.

Good up-to-date personal and medical records are kept for all pupils and these are used well to support their personal needs and to contact parents.

36. Good procedures are followed to monitor and promote attendance. The completion of registers meets the statutory requirements and registration is completed accurately and consistently. Parents support the school well by reporting absences promptly in the morning and the school quickly follows up any unauthorised absence. The procedures for monitoring and promoting behaviour are very good with a consistent approach throughout the school. The success of the school's procedures and high expectations is evident in the excellent attitude and very good behaviour of the pupils. The school has clear guidelines to ensure that any form of bullying or harassment is quickly eliminated. The very good system of reward and celebration contributes strongly to raising pupils' self esteem, confidence and sense of well-being.
37. The procedures and use of assessment are good. The school has developed effective practices for assessing pupils' attainment and progress and has continued to improve the satisfactory systems in place at the last inspection. In the Foundation Stage, assessment procedures and practices are very good and have had a significant impact on the very good progress being made by the children. Local authority assessments and the objectives of the Early Learning Goals are used to measure the progress children are making and the information is used to successfully guide future planning and teaching. In the rest of the school pupils' progress in English, mathematics and science is assessed and monitored at the end of each unit of learning, through formal tests based on work covered. Teachers' measure the progress against National Curriculum levels and identify individual strengths and weaknesses as well as gaining an overview of class achievement. These procedures are very good in mathematics and science and good in English. In addition, the scores from national tests are carefully analysed to provide support for pupils who are not doing as well as they could be and to highlight any further developments needed in the teaching. Teachers then use the results of all this information to set individual targets for pupils in English and mathematics. The procedures to measure progress in most other subjects are good, with a formal assessment carried out at least once a year. Regular teacher assessments are also made and progress is recorded.
38. Good progress is being made in using these assessment procedures to guide the teaching and help teachers to have a clearer knowledge and understanding of what pupils can and cannot do in their learning. The successful use of assessment has been a strong contributing factor to the very good progress being made by pupils in English, mathematics and science by the end of Year 6. Individual target setting in English and mathematics is now a successful feature of many classrooms. However, it is still in the early stages of implementation and not yet embedded in practice throughout the school. It is used well in the very good teaching in Year 4 and Year 6 and pupils are now taking a more active role in setting their own targets for improvement. Linked very closely to the quality of the target setting is the use being made of marking to measure progress and inform pupils of what they need to do next in their learning. There are some examples of outstanding marking with positive and developmental comments linked closely to pupils' targets and the focus of the lesson. This practice is not consistent throughout the school however with some teachers only making brief comments such as 'well done' or 'good work'. However all teachers are very successful in evaluating their lessons thoroughly and identifying further improvements in the teaching. They are also beginning to look more closely at the assessment information they have available in subjects other than English, mathematics and science to help continue to raise standards and achievement to the same levels as the core subjects.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. The school has a very good partnership with parents who make a significant contribution to the life of the school and to children's learning. Since the last inspection the very positive link with parents has remained a significant strength. The headteacher and staff have a very good relationship with parents who are genuinely welcomed into school and encouraged to be involved. Parents hold the school in high regard and are very satisfied with their children's progress. They are almost unanimous in their view that the school works closely with them and they are comfortable to ask questions and to discuss any concerns. The headteacher is readily available to speak to parents and staff meet them at the start and end of the day. This regular contact is valuable in ensuring that minor matters are quickly dealt with. The majority of parents support the work of the school well by listening to their children read and helping with homework topics. This additional support has a very positive impact on pupils' progress and the standards they achieve.
40. The links with parents are very good in the Foundation Stage, with a positive and welcoming approach. Regular meetings take place to discuss their children's progress. Home-school diaries are used well to share important information about the progress being made in reading. These are supplemented with very good information on how reading and writing is taught in school and how it can be developed at home. The teachers value highly the excellent support parents give to their children's reading at home and the benefits this brings to their progress. Regular newsletters are sent home with information about events in the unit and current topics. Parents are always willing to help with visits, send in resources for lessons or help in class. The teachers are very grateful for the support they receive from parents and value highly the strong partnership created between home and school.
41. All pupils have a home/school reading diary and many parents use these regularly as a means of communication with teachers. The school values the regular help of a large number of parents, grandparents and members of the community in classrooms and in the library and with extra-curricular activities and swimming. Parental help in classrooms is well monitored by teachers and includes several parents who have participated in the 'better reading partners' scheme to help to support the teaching of reading. More parents help when pupils go out on visits. The policy for parent volunteers working in school provides clear notes of guidance on good practice and parents sign their agreement. Parents of pupils with special educational needs are involved very well in the development of individual education plans and invited to attend all assessment and review meetings. They are invited to a weekly assembly and during the inspection a group of parents joined pupils as each class performed an 'end of topic' presentation. The home/school association is strong and actively supports the school well through a variety of social and fund-raising events. Activities are well supported by parents and members of the community and this enables the association to provide a range of additional learning resources to support teaching and learning.
42. The quality of information for parents is very good and parents particularly like the headteacher's weekly letter entitled 'Family News' which they find very helpful. Parents of children in the Foundation Stage receive an additional regular newsletter containing information pertinent to this age group. The majority of parents feel very well informed about school events and organisation. Regular consultation evenings are well attended and parents have the opportunity to discuss their children's progress and targets for improvement. Curriculum evenings have included sessions for information and communication technology, literacy and numeracy. Teachers produce information

sheets for parents at the beginning of the year which include helpful information about the topics to be taught. The prospectus and Governors' Annual Report to the parents meet the statutory requirements and both contain a good amount of clear information about organisation and the curriculum.

43. Reports to parents are consistently good and have improved since the last inspection. All subjects of the National Curriculum and areas of learning for the Foundation Stage are reported. Although a small group of parents do not feel well informed about progress the inspection finds that the reports are personalised with a good amount of helpful information about effort and progress made. Targets for English, mathematics and science are included but these are not always sufficiently clear to ensure that all parents understand the objective. Many parents write their own comments about the contents of the report and these show that most are happy with the presentation and the information they receive.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The quality of the leadership and management in the school is very good overall. One of the main reasons why the school is so successful is because of the outstanding leadership of the headteacher. His clear vision and passion for moving the school forward and making it as good as it can possibly be provide a real sense of purpose and direction for everyone who is connected to the school. Because of this there is a strong commitment from the staff and pupils to raising standards and improving the quality of education. The headteacher's very effective management skills also ensure that the systems and structures that support, monitor, evaluate and inform the school's provision are in place. He is very well supported by a most capable and enthusiastic deputy whose skills are fully utilised to enhance pupils' learning and to help manage the school. They work closely together as a team. The deputy sets very high standards and is an excellent role model for others to follow. The significant improvements to standards by the end of Year 6 since the last inspection is just one way in which the school has been very successful in fulfilling its aims. The weaknesses from the last inspection have been addressed very comprehensively.
45. There is an excellent team spirit in the school and the staff are all working purposefully towards the same aims. They have a very strong, shared commitment to further improvements. The co-ordinators perform their duties well and have played an important role in monitoring and evaluating their subject areas. Co-ordinators prepare summary reports from the results of their monitoring which are incorporated into the main priorities of the school's development plan. However, these reports lack sufficient detail and this reduces their effectiveness. This has shown up particularly in the way in which co-ordinators have not always addressed sufficiently some of the inconsistencies in the marking, target setting and presentation of work in their subject areas.
46. The management of the provision for pupils with special educational needs is very good and this aspect of the school's work is effectively led and managed by the special educational needs co-ordinator. Statutory requirements are being met in respect of pupils who have a Statement of Special Educational Need and the new Code of Practice has been fully implemented.
47. The headteacher and deputy are both actively involved in monitoring and evaluating all aspects of the school. The procedures and actions they take to monitor and evaluate the teaching and learning are good. Teachers thoroughly evaluate their lessons at the end of the week and identify aspects of the teaching that went well and some areas for

improvement. These comments are read and acted upon by the headteacher and if appropriate form part of the focus for lesson observations. Lesson observations are also linked closely to the priorities within the school's development plan. Teachers are observed regularly. Written feedback is given and any weaknesses in the teaching are set as targets for development and form the basis of the next observation. In addition the headteacher, deputy and co-ordinators draw together the most important aspects from their observations and these often form the basis of staff meetings and training in order to share good practice and improve weaker aspects in the teaching and the learning. These procedures have led to a significant improvement in the teaching and progress since the last inspection especially by the end of Year 6. This is because the staff are keen and receptive to take on board new ideas and to try different methods that will help them to become better teachers. It is also due to the sensitivity of the headteacher and the deputy in their monitoring role that has led to such a positive and self-critical attitude from the staff

48. The processes for monitoring and evaluation contribute effectively to the formation of the school's development plan. This plan is an effective agent for improvement and is set within the context of the school's long-term aims and developments. The plan is detailed and outlines the actions to be taken, how finances are allocated, who is responsible and how success can be measured. Further developments are now needed to ensure that all co-ordinators share in its planning, monitoring and review. At the moment the contribution made by the co-ordinator for mathematics to the plan is very effective and there is evidence of some good practice in English, science and information and communication technology and a few of the foundation subjects. The school makes very good use of test results in order to identify strengths, progress, and trends in particular year groups and the areas for improvement. The analysed results are used to set priorities in the development plan and for target setting in mathematics and English.
49. The Governing Body plays an active and very effective role in leading the school forward. It has a good understanding of the strengths and weaknesses of the school. It fulfils its statutory duties very well and provides good support for the headteacher and the staff in their search for continual improvements. The governors have clear roles and responsibilities and there is a well-run committee structure in place. They are also effectively involved in the monitoring and evaluation of the school's performance by reviewing the targets in the school's development plan and analysing test results with the school's management team. With this information, they help to set the targets for literacy and numeracy. The governors are very well informed about what is happening in school through their own visits and also from the very detailed information they receive from the headteacher. This means that there are generally no surprises at governors' meetings. There is a very close working relationship between the Chair of Governors and the headteacher. She is a regular visitor to the school and the role of the governing body is significantly enhanced by her knowledge and understanding of the strengths and weaknesses in the school. The previous omissions in the school prospectus and the annual report to parents have been addressed. Parents are kept well informed about what is happening in the school by a detailed and informative annual report. All outstanding issues regarding health and safety from the previous inspection have also been fully implemented.
50. The level of financial planning and the strategic use of resources are good. The school makes effective use of the Local Education Authority's financial services and their staff work closely with the headteacher in setting the school's annual budget. Governors are kept fully informed of the school's financial situation. The school is effective in terms of its strategic planning. Financial implications due to the movement of staff and changes in pupil numbers are considered carefully. Financial control and day-to-day

administration by the school and finance committee are good and records of financial decisions are clear and detailed. The recommendations of the latest audit have been fully implemented. The school applies the principles of best value well. The headteacher, senior management team and governors analyse assessment information well and use the data to determine the improvements that need to be implemented. Effective procedures are in place to measure the cost effectiveness of major spending decisions such as grounds maintenance, purchase of computers, building projects and staffing changes.

51. There is a very good match of teachers and support staff to the curriculum. The teachers have undergone a good range of training since the previous inspection, particularly in key areas such as English, mathematics, science and information and communication technology and this has had a very positive impact on the quality of teaching, particularly in the juniors. The classroom support staff play a significant role in the education of pupils and they are used very effectively by the teachers. Administrative and site management staff make a very good contribution to help to ensure the school runs smoothly and efficiently. The school has very good procedures in place for the induction of teachers new to the school and provides very good support for newly qualified staff. The school meets statutory requirements in terms of performance management.
52. The accommodation is excellent. The building is very bright, clean and well maintained. Since the last inspection improvements to the accommodation have included the provision of a purpose-built computer suite and a withdrawal base for teaching assistants to work with small groups of pupils. Throughout the school colourful and attractive displays of pupils' work, pictures and interesting artefacts create a very exciting and stimulating learning environment. The school makes very good use of all available space. The large hall with stage and lighting is a very good resource and is well used for physical education, assemblies and productions. A separate dining room and kitchen provide a good amount of space for midday meals. Classrooms and central areas are of sufficient size to comfortably accommodate the number of pupils on roll. The new computer suite is good and well equipped. The very attractive library is sufficiently spacious to allow groups of pupils to browse and look at books. The outside provision of hard play surface and field is excellent. The dedicated secure play areas for the the Nursery class and the Reception class are very good and provide sufficient space for children to learn through the use of large wheeled play equipment.
53. Learning resources to support teaching are good and very good in the Nursery Class. Since the last inspection resources for geography, design and technology and science have improved and are now satisfactory. The school has extended the range of resources to support the teaching of English and book resources in the library are good. Resources for information and communication technology are now much improved with the provision of the new well-stocked computer suite and in addition every classroom has a minimum of two computers. All resources are readily available to teachers and pupils and are well used to support teaching and learning.
54. Taking account of the level of school improvement since the previous inspection, the high standards of behaviour, very good teaching and leadership and management of the headteacher and senior staff, the school provides very good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

55. The headteacher, staff and governors should now:

1) further develop the role of subject co-ordinators by;

- ensuring that action plans identify what needs to be improved and how they will monitor progress towards achieving these goals.
(paragraphs 6, 45, 48, 82, 100, 115, 120, 132, 137)

2) improve the quality of marking by;

- identifying how the pupils might improve their work;
- extending the process of target setting to enable the pupils to identify the progress they are making towards achieving their goals.
(paragraphs 22, 38, 80, 91, 98)

3) improve the quality of presentation of pupils' work by;

- ensuring teachers follow school guidelines;
- ensuring all teachers demand the pupils present their best work.
(paragraphs 22, 78, 91, 98)

56. In addition, the school should consider the following for inclusion in its action plan;

- providing the pupils with more opportunities to record their science work in the infants;
(paragraph 94)
- reducing the length of some science sessions;
(paragraph 98)
- in design and technology, providing the pupils with more guidance in drawing plans and using assessment procedures more effectively to raise standards and expectations;
(paragraph 106)
- in geography, ensuring skills are developed systematically.
(paragraph 112)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	41
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	5	11	21	4	0	0	0
Percentage	12	27	51	10	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 two percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	185
Number of full-time pupils known to be eligible for free school meals	0	17

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	1	19

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.4
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	17	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	14	17
	Girls	12	10	13
	Total	28	24	30
Percentage of pupils at NC level 2 or above	School	90 (92)	77 (88)	97 (100)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	16	16	16
	Girls	12	11	12
	Total	28	27	28
Percentage of pupils at NC level 2 or above	School	90 (92)	87 (100)	90 (100)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	16	14

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	13	14
	Girls	11	10	13
	Total	24	23	27
Percentage of pupils at NC level 4 or above	School	80 (93)	77 (89)	90 (100)
	National	79 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	12	14
	Girls	11	11	12
	Total	21	23	26
Percentage of pupils at NC level 4 or above	School	70 (86)	77 (89)	87 (89)
	National	73 (72)	74 (74)	82 (82)

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

Ethnic background of pupils**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	171	0	0
White – Irish	1	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	3	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	3	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	6	0	0
No ethnic group recorded	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)	8
Number of pupils per qualified teacher	26
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	64

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	21.5
Total number of education support staff	1
Total aggregate hours worked per week	37
Number of pupils per FTE adult	11

FTE means full-time equivalent.

Recruitment of teachers

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

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

FTE means full-time equivalent.

Financial information

Financial year	2002/2003
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	£
Total income	467,512
Total expenditure	461,370
Expenditure per pupil	2,197
Balance brought forward from previous year	18,277
Balance carried forward to next year	24,419

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	235
Number of questionnaires returned	77

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	76	23	1	0	0
My child is making good progress in school.	66	30	3	1	0
Behaviour in the school is good.	78	19	0	0	3
My child gets the right amount of work to do at home.	38	34	10	4	14
The teaching is good.	75	22	1	1	1
I am kept well informed about how my child is getting on.	54	32	12	1	1
I would feel comfortable about approaching the school with questions or a problem.	79	18	3	0	0
The school expects my child to work hard and achieve his or her best.	82	17	0	0	1
The school works closely with parents.	64	31	4	0	1
The school is well led and managed.	88	12	0	0	0
The school is helping my child become mature and responsible.	79	16	1	1	3
The school provides an interesting range of activities outside lessons.	66	24	1	1	8

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

57. The provision for children in the Foundation Stage is a strength of the school. Significant improvements have been made to standards and progress since the last inspection, especially within the areas of mathematics and knowledge and understanding of the world. The unit is very well managed with a rich and effective curriculum in place. A wide range of challenging activities is provided that is well matched to the children's needs. The Foundation Stage in every way meets its aim of providing a safe and welcoming environment where children feel secure, happy and able to learn.
58. The school has a Nursery Class that provides 50 part-time places. Children start there after their third birthday and transfer to the Reception class at the beginning of the term before their fifth birthday. At the time of the inspection there were 12 children in the Reception class. Inspection evidence shows that attainment on entry is broadly average. This is confirmed by the comprehensive assessments carried out in the Foundation Stage. The children make a very positive start to their learning in both the Nursery class and the Reception class. Progress is very good overall and the children achieve well. By the end of the Reception class nearly all are on course to attain the Early Learning Goals in all areas of learning and about a quarter will exceed them.
59. The quality of teaching is very good overall. It is considerably better than the satisfactory teaching in the last inspection. All weaknesses have been addressed and improvements in teaching are reflected in the very good progress children are making in their learning. The teaching is particularly strong in the Nursery Class where a very skilled teacher demonstrates some outstanding practice and is well supported by experienced teaching assistants. In the Reception class, where the teaching is good, the teacher is still adapting her practices to meet the requirements of the new Foundation Stage Curriculum but is making very good progress. The effective teaching is characterised by a very good understanding of how young children learn and the provision of well planned activities that challenge and motivate them successfully. Activities are appropriate to the children's needs because of the thorough procedures and use of assessment to identify any difficulties children have and to plan the next stage of the teaching and learning. The few children with special educational needs are identified early, their progress is carefully monitored and they are well supported. All adults manage the children exceptionally well and the very good ratio of adults to children ensures that their needs are very well met. A particular strength is the outstanding relationships between adults and children and the special environment that has been created of respect, trust and care. Because of this the children love coming to school and have a joy for learning.

Personal, social and emotional development

60. The children make very good progress in this area of learning. This is due to the emphasis placed by adults on the development of these skills and the very good teaching. The children are positively encouraged to take responsibility for their own actions and their learning. By the end of the Reception class almost all achieve the Early Learning Goals and about half achieve beyond the expected levels. Time is balanced well between activities planned and led by the teacher and those initiated by the children themselves. This method of organisation gives children very good opportunities to plan their own activities and work unsupervised, gaining very good

levels of self-confidence. Resources are good for structured play and creative activities and because of this the children are keen to learn and concentrate well. Numerous examples were seen during the inspection of children initiating their own ideas, behaving sensibly and sharing resources. For example, in the Nursery Class when they painted with rollers they chose their own colours and patterns. In the Reception class they work out their own number problems using dice and different amounts of money.

61. There is a very high focus in the teaching on helping children to behave well and work together harmoniously. On nearly all occasions they behave in an exemplary way and there is an outstanding level of care and concern for each other. The provision is heightened further when pupils in Year 6, in a successful 'buddy' system work with children in the Reception class on the computers, e-mail each other and share reading activities from stories that the older pupils have written. Stories are frequently chosen by adults to reinforce social issues and the current topic on 'growth and change' is giving the children some good opportunities to show empathy and care for others. For example the story of 'The little red hen' is used in the Reception class to emphasise the consequences of actions on others, while in the Nursery class eggs are hatched into chickens to give children the first hand experience of showing care and concern for others. This empathy is extended to the wider world when the children in the Reception class gave a very confident presentation in assembly to show the differences between their lives and those in poor parts of Africa. Children in the Nursery class also make dragons and prepare Chinese food to celebrate special festivals such as the Chinese New Year. These activities have successfully extended the children's beliefs and understanding of the wider world.

Communication, language and literacy

62. The very good provision, teaching and progress children make enable most of them to achieve the Early Learning Goals and for about one in five to achieve beyond the expected standards by the time they enter Year 1. Writing is not as well developed as speaking and listening and reading and although most children will meet the standards there will be fewer exceeding them. This is why the progress and teaching for writing is good rather than very good. Children have many opportunities to develop their language skills effectively. In both the Nursery class and the Reception class they develop speaking and listening skills very well through structured role-play. This term opportunities are being promoted in 'Billy Bears café' and the 'Garden Centre' for them to re-tell and make up their own stories. This was a weakness at the last inspection and has been addressed successfully. Activities are well planned to promote a greater fluency and confidence in speaking as well as extending vocabulary. Adults are skilled at joining in role-play at the right time and their interventions are successful in extending the learning of the children. For example, the intervention by the teacher in the Nursery Class helped the children to re-tell the story of the 'Runaway tractor' using the farm animals and equipment. Children in the Reception class are already at the stage of listening attentively in literacy lessons, asking their own questions and using puppets to make up stories in role-play. Most children confidently initiate and engage in conversation with each other and adults.
63. A very good emphasis is placed on the development of early reading skills. Many activities across the areas of learning are based on stories, to capitalise on reading opportunities. The children in the Reception class are being introduced to elements of the Literacy Strategy and guided reading sessions are used effectively to help them learn the strategies to read successfully. Many already read familiar words and short sentences and have a good understanding of the meaning of stories. In both classes most lessons for language and literacy include the reinforcement of sounds and the

reading of simple words. In the Nursery Class, letter sounds are skilfully taught using a wide range of strategies. During the inspection objects in 'Herbert' the parrot's sack were used to reinforce sounds and the formation of letters. Everywhere there are displays of words and sentences for children to read and frequent opportunities in role-play to practise sounds and learn new words. Children are encouraged to take books home to share with parents. In the Reception class the text and pictures from guided reading sessions are often sent home and this is proving very beneficial in reinforcing key words and sounds for all children but especially for those with special educational needs. The home school diary also provides an effective means of communicating information between home and school and measuring progress. The school values highly the support parents give with reading at home and the significant contribution that this makes to the progress that children make.

64. All children have good opportunities to develop writing skills. Children in the Nursery Class use a good range of tools for mark making and emergent writing. There is a good focus on developing co-ordination in hand control through pattern making and forming letters in the play dough. Children are encouraged from an early age to write their own names and older children in the Nursery Class do this confidently. In the well resourced writing areas many are using their emergent writing skills to reply to 'Sam the Scarecrow' who has asked them to make him a bed to lie in when he's tired of standing in the fields. The opportunities to write for a wide range of purposes are continued in the Reception class. There is generally a good balance between providing time for children to write freely and a planned and structured input of teacher support. However at times more practice is needed for children to form their letters correctly and for the more able to be helped to extend and improve their writing in sentences so that they can write more stories and begin to use simple dictionaries and word banks to find their own words.

Mathematical development

65. There has been a considerable improvement to children's mathematical skills, which were poor at the last inspection. Teaching has significantly improved to very good, enabling most children to make very good progress and achieve the Early Learning Goals by the time they enter Year 1. About a quarter of them also exceed the standards. There is a very good practical focus to most activities, which are carefully planned not only to increase knowledge and understanding, but to also develop the language of mathematics. In the Nursery Class, games and role-play are used to help children to match and sort into sets and use numbers confidently in problem solving. They learn to recognise numbers to 4 when the teacher asks them to find four of the same 'treasures' that are buried in the sand. They also have to say whether they found their treasure 'on', 'under', 'behind' or 'in front' of the logs in order to extend their vocabulary. During registration they count the children present in different ways and often sing and recite counting rhymes to reinforce their knowledge of numbers in simple problem solving. In a recent topic on clothes they matched different clothes into sets and solved the problem of how many gloves would be needed by four children.
66. In the Reception class, nearly all children use and apply numbers confidently to ten. For example one child knew if she bought ten sweets and ate six, she would have four left. She worked out the answer very quickly counting down from ten, using her fingers. Other examples of children using both addition and subtraction to solve money problems up to 20 pence confirm that a large group of more able children are secure in understanding numbers up to twenty. A very good strategy in the teaching in the Reception class is to ask the children to explain how they worked out their answers. This helps the teacher to assess levels of understanding and to reinforce the children's

learning. Although there are enough opportunities for children to record their work in mathematics, at times more focus is needed on them being taught to form and record their numbers correctly.

67. There are very good opportunities for the children to learn about measuring, direction, pattern and shape from the very good range of resources available. In the Nursery Class they use the parachute to learn about the difference between 'up' and 'down'. They explore repeated patterns by threading beads and use their good recognition of simple shapes to match shapes together in jigsaws. Valuable sessions take place in the sand and water play areas to introduce work on capacity and measurement. These structured play activities are often supported by good levels of adult intervention and are effective in extending children's learning very well. For example as part of the topic on growth in the Reception class, the children dug for potatoes in the 'sand tray'. As well as exploring different number problems and the vocabulary of 'more' and 'less' the children also compared the sizes of the potatoes and how much they weighed. This is just one example of the challenging practical work that is being done in the two classes.

Knowledge and understanding of the world

68. Teaching and progress are very good, enabling nearly all children to achieve the required standards and for about one in four to exceed them by the time they enter Year 1. Activities are very well planned and provide a wealth of opportunities for children to learn about the world. As far as possible they learn through activities based on real-life experiences and further enhanced through visitors and visits. In both the Nursery class and the Reception class they have been learning about things growing this term. This has included a visit to a local farm and walks around the school grounds to observe the signs of spring. Children have planted bulbs and seeds and carefully observed and recorded their growth, naming the different parts. In the Reception class they design and make their own seed packets for the 'Garden Centre'. They learn about the features and needs of young babies and how they grow and change when parents bring their baby to the unit. In the Reception class they are also developing an understanding of the Hindu faith and join with other children in the infants to share a Hindu day of dancing, cooking and making jewellery.
69. In both the Nursery class and the Reception class the children use computers regularly and guide the mouse skilfully to make weather symbols and rainy day pictures. They also use the keyboard to write their names and print their work as well as sending e-mails to other classes. Computers are used regularly and this gives children a very good foundation on which to develop their information and communication technology skills as they move through the school. Provision in this area of learning is considerably enhanced through opportunities to join computer and craft clubs after school.

Physical development

70. By the end of the Reception class nearly all of the children attain the Early learning Goals and about a quarter exceed them. Overall the teaching and progress is good. In the Nursery Class, teaching and progress is very good and considerably enhanced by a secure outdoor play area that is well resourced and effectively used to support not only physical development, but also other areas of learning. The children climb, balance, run and jump confidently and safely and with good levels of control. During the inspection they worked very well together to move a parachute in different ways and showed good co-ordination skills and an awareness of space and the people around them.
71. In the Reception class where teaching and progress are satisfactory, a designated outdoor area is being developed, but currently the children lack access to the activities recommended for this age. They miss out particularly on regular opportunities to move freely and imaginatively. However, they have regular sessions in the hall for dance and gymnastics and during the autumn and summer terms they swim in a nearby pool. Here the focus is on helping them to move safely and confidently in the water. All are making good progress. In the dance lesson observed in the Reception class, the children changed quickly for the session. A taped programme is often used as the focus for the teaching in dance. Although in the lesson this programme gave children the opportunities to develop their movements in a satisfactory way, it was less successful in challenging them to work creatively and extend their ideas. This is because the teacher ran the broadcast without intervening and practising the skills the children needed to improve their sequence of movements. Nearly all children handle pencils, scissors, brushes and other tools with good control and confidence.

Creative development

72. Children make very good progress in their creative development because the quality of teaching is very good. By the end of the Reception class most of them reach the Early Learning Goals and about a quarter exceed them. Creative development is encouraged from an early age and every opportunity is used to capture the children's interests and imagination through art, music and role-play. The wide range of activities also allows them to make choices and decisions about their own learning. In the Nursery Class they experiment with clay when they make birds' nests and add natural materials. They explore what happens when they add glitter to their patterns in shades of light and dark. After reading the letter from 'Sam the Scarecrow' they set about making him a bed to sleep on using different materials. There is plenty of choice of materials for painting and collage and all children mix their own paints. In both classes the role-play areas are changed frequently to keep interest levels high.
73. The children are given some good opportunities to make visits outside school to enhance their learning. For example, the children in the Reception class recently visited a local arts centre and used the ideas of Van Gogh and Monet to paint some imaginative pictures of sunflowers and Monet's garden. Their skills in using paint and colour to express their ideas were very good, especially in applying paint to silk materials. Children in both classes regularly take part in music making. They have already built up a good repertoire of songs and rhymes and enjoy using percussion instruments to accompany their singing. They are developing their musical skills well and recognise the changes in the structure of music when they play different rhythms on musical instruments. There are good facilities for the children to listen to music and opportunities to use the instruments more creatively in role-play.

ENGLISH

74. The results of the 2002 national tests show that standards in reading by the end of Year 2 are above average and average in writing with the same picture in comparison with similar schools. Inspection findings indicate that attainment across all skills is in line with national expectations. On the basis of the 2002 national test results, pupils' attainment in English by the end of Year 6 is in line with the national average and that of similar schools. Inspection findings indicate that there is a marked improvement with attainment being above average in all skills including speaking and listening. This is due to a large extent to the quality of teaching and the exceptional attitudes of pupils to learning. The majority of pupils irrespective of ability, gender or background make satisfactory progress by the end of Year 2 and achieve particularly well by the end of Year 6 having made very good progress. This represents good improvement since the last inspection when standards were deemed satisfactory for both infants and juniors.
75. By the end of Year 2, attainment in speaking and listening is in line with national expectations and above average by the end of Year 6. In Year 2, more able pupils listen and speak confidently in a wide range of contexts and take an active part in discussions when given the opportunity. Where talking is promoted as vehicle for learning, the majority of pupils show confidence in listening and speaking for instance when they play the roles of Florence Nightingale and the insensitive doctor with many of the more able showing good expression and spontaneity in expressing vividly the nurse's frustration and despair at the appalling condition of the hospital. Pupils also made an impressive presentation in an assembly taking turns in comparing the use of water in western and African societies highlighting dramatically opposing views. In all year groups, pupils listen attentively both to the teacher and to each other and many respond well when discussing texts and when sharing or reporting on their work at the end of lessons.
76. In the juniors, pupils build effectively on their previous learning. By the end of Year 6, all pupils engage well in discussion and participate actively when responding to the shared text. Because of the high expectations of the teacher and the clear emphasis put on speaking skills, many demonstrate good skills in arguing for and against a point of view. This was well exemplified in a lesson focussed on debating the pros and cons of building the Kariba dam. Using the highly skilled demonstration of the teacher and the well-established routines for discussion, pupils organise themselves and take particular roles in a mock debate chaired by two pupils. Pupils speak clearly and express their opinions, justifying why they are for or against the dam. They listen carefully to each other's contribution and use the debate effectively to prepare and write a well-balanced report. During the week of inspection good examples were seen in a number of classes where opportunities for speaking were used effectively and creatively
77. Attainment in reading is average by the end of Year 2 and above average by the end of Year 6. The majority of pupils in Year 2 read a range of texts with a fair degree of fluency and accuracy with more able pupils showing good expression. They tackle words using letter and sound patterns and gain meaning on the basis of contextual clues. More able pupils recognise the meaning of unfamiliar vocabulary and express preferences. However, a number of less able pupils are not fully familiar with the organisation of non-fiction books and the use of the index page. In Year 6, pupils are highly motivated, confident and read extensively a variety of texts. They cope well with demanding material, read independently and use non-fiction material for research purposes. All pupils keep a record of their reading in a home/school notebook with reading journals in Year 6 effectively used to develop the pupils' responses to different

types of texts. Library facilities are of good quality and use a technologically advanced system of borrowing which is accessible and well used by pupils. Effective partnership with parents is developed through the use of a 'better reading scheme'. Opportunities are used well to promote reading, for example book fairs and through visiting authors and poets.

78. Attainment in writing is average by the end of Year 2 and above average by the end of Year 6. In Year 2, more able pupils develop their ideas in sequence and use capital letters with most words correctly spelt. They write extensively and choose vocabulary imaginatively with some good examples of instructional writing, poems and character profiles. However, whilst many pupils manage to communicate meaning, a sizable proportion does not write in sentences, sustain ideas or develop them sufficiently and spelling is often inaccurate. The majority of pupils achieve satisfactory standards of handwriting with many adopting a cursive script. By the end of Year 6, the majority of pupils write extensively and produce a variety of narrative and non-narrative texts. Evidence from analysis of work shows many good examples of writing of different kinds, including playscripts, personal journals, letters and poems. Writing is imaginative, extensive and varied, showing a good grasp of paragraphing and structure. Pupils achieve well against their prior attainment. Standards in handwriting and spelling are above average with the latter being effectively taught and tested regularly. Written work is effectively assessed and provides pupils with a clear idea about their strengths and where they need to improve. The exceptional quality of teaching in Year 6 is having a direct and marked impact on both attainment and the pupils' rate of progress over time.
79. Pupils' attitudes to learning are very positive. They listen attentively and many are actively involved. They are highly motivated and have developed good working habits. Older pupils act maturely and this is clearly reflected in the way they spontaneously collaborate and often take initiative for instance when chairing the end of literacy lessons and evaluating their own learning.
80. The quality of teaching is satisfactory in the infants and very good in the juniors. Teachers have a secure knowledge and understanding of English, often reflected in the range of methods used and the creativity with which learning objectives are implemented and achieved. Where teaching is particularly effective, pupils are enthused, challenged and become actively involved. Excellent use is made of demonstration and questioning to establish and extend learning and the lessons are conducted at a brisk pace. This was amply demonstrated in a Year 6 lesson on the writing of a balanced report. After a mock debate, set realistically in the context of a dam construction in Africa, and where pupils acted out successfully different people affected by the dam, the teacher used a discussion framework and encouraged pupils to use it to structure their writing. Before the pupils embarked on the writing, the teacher carefully teased out essential points about what would make a report balanced, explored the use of connectives to be used and the kind of vocabulary that would persuade the reader, scribing pupils' suggestions and modelling the writing for them. As a result, all pupils wrote good pieces and used their previous Internet research to good effect drawing effectively on their previous exploration of global issues. Where teaching is less effective, this is mainly due to marking of written work not spelling out what the pupils are achieving and where they need to improve or sometimes to learning objectives not being used judiciously to focus pupils' learning and linked to the most effective methods in order to achieve them.
81. Provision for teaching literacy skills across the curriculum is good with many examples seen during the inspection particularly in design and technology where the evaluation

process is effectively used to promote pupils' speaking and listening skills, in history where role play is effectively used to deepen pupils' understanding of the subject and extend their drama skills. These skills are also taught well in science and geography enabling pupils to develop their research skills.

82. The subject is well led by an enthusiastic and committed co-ordinator who is very keen to raise pupils' achievement. Both the analysis of data and the monitoring of teaching and learning have been used judiciously to identify priorities for developing the subject and to identify those pupils who need extra support. Assessment arrangements are good overall although targets need to be much more prominent and actively used to inform pupils' learning in Year 1 and Year 2. Assessment information is effectively used to monitor pupils' progress and to identify and support pupils. Although the school is clear about the priorities for developing the subject and improving pupils' performance, the action to implement these priorities and more critically the criteria that will enable the subject leader to assess the extent to which targets have been achieved are not explicitly identified in the school development plan. The use of information and communication technology is sound with teachers often identifying its use within literacy lessons.

MATHEMATICS

83. Very good improvement has been made in mathematics since the previous inspection and mathematics teaching and learning are now one of the school's strengths. The 2002 National Curriculum test results at the end of Year 6 were average, despite pupils with special learning difficulties comprising nearly one third of that cohort. The proportion of pupils who achieved at the higher levels was well above average. At the end of Year 2 in the 2002 National Curriculum Test, results were above average, with a higher than average number of pupils achieving at the higher levels. In both Year 6 and in Year 2, pupils achieved above average results when compared to similar schools.
84. The inspection findings indicate that in the present Year 2, standards are above the national average in all aspects of the subject. This is because of good teaching in the infants, which ensures that all pupils make good progress. In the present Year 6 standards are well above average with around half the pupils achieving at the higher level. They are particularly strong in the pupils' mental number work. All pupils in the juniors make very good progress because of very good teaching throughout the juniors and outstanding teaching in Year 6. The issue, identified in the previous report, of targeting work to the ability of all pupils particularly those with special educational needs and the very able pupils has been fully addressed and the planning of work for the differing abilities of pupils across the school is now one of the strengths of mathematics teaching.
85. By the end of Year 2, most pupils have a good grasp of numbers and pattern and confidently count forwards and backwards in ones, twos, fives and tens. They recognise odd and even numbers. They use their knowledge of pattern and number to work out simple problems involving number operations and money. They have a good understanding of place value to a hundred. They use this understanding of how numbers are made up to, for example, break down fifteen into one ten and five units and this helps them when they are working with larger numbers. They know the names and properties and understand the vocabulary of a range of two and three-dimensional shapes. They identify right angles and they measure length weight and capacity using standard and non-standard units of measure.

86. The pupils carry out data collection such as the popularity of certain pizzas and make their own decisions as to how to collect and present it. There are opportunities to use computers to present the results of their data collection, such as when a survey of the pupils' favourite colour of car is presented as a block graph. There are some links where pupils can apply their mathematical learning to other areas of the curriculum. In geography for example the pupils use the computer to generate weather information. In design and technology they make measurements and estimates but the school recognises that this is an area that could be developed further.
87. By the end of the juniors all pupils demonstrate a very good knowledge and understanding of number and pattern. The way all pupils are able, and are frequently challenged by the teacher, to explain their strategies for their mental working out is particularly impressive and is one of the features that marks out the teaching in Year 6 to be of such a high standard. All the pupils enjoy solving progressively more challenging problems. They quickly convert fractions and decimals into percentages and know the main equivalents by rote, for example that $\frac{1}{2}$ is 50 per cent or 0.5 and that $\frac{4}{5}$ is 80 per cent or 0.8 and so on. This enables them to very quickly work out that if for example there were 180 pupils on a school trip and the ratio of boys to girls is 4:5 then the amount of boys is $\frac{4}{9}$ of 180. They have a very wide range of strategies to help them work out calculations mentally such as partition and grid methods when adding and multiplying. They confidently use long division to solve problems.
88. By the end of Year 6 pupils have a good understanding of area and perimeters and they understand factors and averages. They work out problems of probability and understand mean, median, mode and range. They can work out the angles in an isosceles triangle when given one angle and the area of a circle when given the diameter. They know about reflective and rotational symmetry and congruent shapes. They confidently plot co-ordinates in one as well as four quadrants. They use and apply their skills of numeracy in the wider curriculum. For example Year 6 pupils construct graphs to convert imperial measures to metric and Year 3 pupils present weather data comparing the temperatures of Bombay and London. However the pupils' experience of the process of data collection and ways in which this can be used and presented such as using information and communication technology are limited. This is an area that the school has identified for further development.
89. Teaching in the infants is good overall. The teachers plan well, share clear learning objectives with the pupils and ensure that all pupils are challenged appropriately. They use praise, questioning and encouragement well. Classroom assistants, students and volunteer parents are very effective in supporting the work of the teacher and ensure that all ability ranges receive support when the pupils are working independently. However in some lessons the pace is too slow and there are times when some infant pupils do not always maintain their concentration.
90. Teaching in the juniors is very good overall and excellent in Year 6. All teachers plan work very thoroughly and are particularly successful at ensuring that in every class pupils of all abilities are appropriately challenged. This is helped by the very effective and comprehensive way all pupils are assessed and tracked as they move through the school. All the teachers know exactly the abilities of their pupils and set work that is appropriate to them both for pupils with special educational needs and individuals who have been identified as being very able and for whom special work is set. This very good teaching ensures that all pupils have very positive attitudes to mathematics and are very motivated to achieve. This is helped by the excellent relationships that exist between everyone in the school both in the infants and juniors. All pupils carry out the

homework that is regularly set. Both boys and girls are equally motivated and achieve at similar levels.

91. The areas for development for teaching in both the infants and the juniors are to ensure that marking and presentation throughout the school meets the existing best practice. Individual target setting is in place in some classes but there is no consistency in the way it occurs throughout the school and all pupils need to have a clearer and sharper view of exactly what they need to do to improve. The excellent way older pupils evaluate their work could very usefully be applied across the whole school. There also needs to be a greater emphasis on data handling and the school needs to look at ways in which other areas of the curriculum can be used to reinforce this, particularly by a greater use of information and communication technology.
92. The leadership and management of the subject are very good. The very newly appointed subject co-ordinator has quickly identified the strengths and areas for development within the mathematics curriculum through sampling work, analysing the National Test results, looking at planning and directly observing teaching. Her own enthusiasm for, and high level of competence in, the subject has had a very positive effect. She has instigated a programme that will further inform parents and involve them in keeping track of their children's progress by being more involved in the target setting process. She has identified that more work needs to be done on data handling and has improved the teaching by ensuring that all teachers give appropriate emphasis to using mathematics in practical situations.

SCIENCE

93. The 2002 National Curriculum test results show the pupils' attainment is above average by the end of Year 6. When compared with similar schools, attainment is well above average. The 2002 National Curriculum teacher assessments for Year 2 pupils show attainment is broadly average. Inspection evidence supports the findings of the teacher assessments and by the end of Year 2, most pupils are achieving standards in line with national expectations. However, inspection findings show the pupils' attainment in the current Year 6 is well above average and much better than the previous year. Over a third of the pupils who took the National Curriculum tests in 2002 had special educational needs and this depressed the average points score. An analysis of the pupils' work shows that standards in National Curriculum tests are likely to be well above the national average. All groups of pupils, including the more able and those with special educational needs, make good progress throughout the infants and very good progress in the juniors. Progress since the previous inspection – when less than two thirds of the pupils were achieving the nationally expected level - has been very good.
94. By the end of Year 2, the pupils have had appropriate opportunities to study all areas of the curriculum and develop a secure understanding of scientific concepts. They carry out a satisfactory range of investigative activities although they occasionally need more opportunities to record their findings to help develop their writing skills. They accurately label different parts of the body and know what is required to enable babies to grow. Through their work on healthy eating, the pupils develop a sound understanding of what constitutes a healthy diet. Pupils correctly record the life cycles of frogs and butterflies and they know the sorts of habitats where particular creatures are found. They understand that plants need warmth, moisture and light for optimum growth and indicate what might happen if plants are deprived of any of these. The pupils enjoy talking about their plants that are growing in the classroom, correctly identifying the

different parts. Most know the different functions of the major organs, for example that roots help to supply water and that flowers produce seeds.

95. Pupils develop a good understanding of the properties of a range of materials and by the end of Year 2 identify the uses for particular materials. They identify the strength and properties of different types of paper, by bending, blowing, weighing, rubbing, pulling and ripping. Pupils know that substances such as chocolate melt when heated and turn back to a solid when cooled. A small number of more able pupils know that some changes are not reversible. Pupils' knowledge and understanding of physical processes are secure. Most pupils know the basic requirements needed to produce an electrical circuit and identify what might be wrong if a bulb fails to light. They have a good understanding of the dangers of electricity in the home. Through practical activities, pupils know what is meant by a push and a pull and know that a car will travel different distances according to the height of a ramp.
96. As pupils move through the juniors they develop very good investigative and experimentation skills. The pupils follow instructions well and by the end of Year 6 they demonstrate very good skills in planning and carrying out investigations. Their recording is of a good standard and they show a very good awareness of fair testing and the variables that might affect their investigations. The pupils make very good progress in their knowledge and understanding of living things and most pupils demonstrate a very good understanding of this aspect. For example, the average and more able pupils are able to indicate a number of diseases caused by viruses and they have a secure understanding of the work carried out by scientists such as Lister, Pasteur, Koch and Fleming. They describe the main organs of the body, understanding the functions they serve and understand the adverse effect of alcohol, tobacco and drugs.
97. By the end of Year 6 pupils have a good knowledge of materials and their properties and they know that water can be frozen to become a solid and heated to become a gas. They know that mixtures can be separated using a variety of methods, for example sieving soil to remove the larger particles. The more able pupils demonstrate a good awareness of how solutions might be separated through evaporation. Most pupils have a good knowledge and understanding of physical processes. They construct circuits and correctly identify what might happen when additional bulbs are added and the more able pupils have a secure knowledge of what might happen when different types of wire – copper and nichrome – are used to construct circuits. The pupils' knowledge of forces is secure and they know that gravity pulls objects towards the earth and that forces can cause objects to speed up or slow down. Whilst the pupils have a good knowledge of the earth, sun and moon in relation to night and day, few understand the relationship between tides on earth and the moon. Most know that sounds are made when objects vibrate and that the more rapid the vibrations, the higher the pitch.
98. The quality of teaching and learning is good in the infants and very good in the juniors. Throughout the school the teachers question the pupils very effectively and use the responses to determine the pace of the lesson and how much consolidation of learning needs to take place. Relationships between staff and pupils are excellent and this helps to develop an environment where pupils know their contributions are valued and they are therefore willing to have a go without fear of failure. In the best lessons, teaching is carried out at a brisk pace and this maintains the pupils' interest. For example in a very good Year 6 lesson, the teacher's dynamic approach and skill carried the lesson forward at a rapid pace. The pupils were encouraged to talk and by the end of the lesson they had made significant gains in their understanding of dissolving and saturation. This pace in lessons is a key feature of the better teaching in the juniors.

Throughout the school, the pupils are managed very well and this helps to develop their excellent attitudes towards science and their very good behaviour in lessons. The teachers' planning is very good overall but better in the juniors. The quality of marking could be better. Although work is always marked it tends to be cursory and rarely identifies how the pupils might improve their work. The quality of the pupils' presentation of work is variable and all teachers need to have higher expectations and to adopt a common policy to ensure this aspect improves. In the infants there is a good emphasis on developing the pupils' spoken vocabulary but they need more opportunities to record their work. Occasionally, lessons are too long and this reduces the pupils' motivation and enthusiasm towards the end of sessions.

99. The teachers provide the pupils with good opportunities to use computers in science. For example, they carry out research, use computer microscopes to look at substances and draw graphs and charts using data they have collated. Numeracy skills are developed effectively through opportunities to time activities and to collect data. When appropriate, homework is used well to develop the pupils' scientific knowledge. The school makes good use of the local environment to improve the pupils' knowledge of plants and creatures and parents have been involved when the school held a Science Fair for the whole day.
100. There is good leadership for the subject. The quality of teaching and learning has been monitored through regular observations and this has resulted in improvements. Guidance is available for colleagues and teachers are very supportive of one another. Assessment procedures are very strong and make a good impact on the progress made by pupils. The co-ordinator needs to take a greater lead in identifying targets for improvement and in identifying how the school will make progress towards achieving these targets.

ART AND DESIGN

101. By the end of Year 2 and Year 6 standards are above national expectations and all pupils make good progress throughout the school. This shows that the standards in the juniors that were reported at the last inspection have been maintained, while standards in the infants have improved. There has been an increasing emphasis on studying some of the works of great artists as well as art from other cultures. This has enabled all pupils to have a greater understanding of the richness and diversity of art and has addressed the criticisms of the most recent inspection.
102. By the end of Year 2, pupils produce colourful pictures and paintings, which demonstrate their good understanding of colour mixing and their skills of observation. Year 1 pupils use their design skills well to produce attractive fabric prints and batik work. In Year 2 the pupils make detailed studies of the fruit and vegetables of a Zimbabwean market to produce their own intricate designs in the style of William Morris. As part of their 'African Project' pupils study the weaving and sculptures of West African tribes. They use fabric crayons to design a class banner of African symbols. They effectively link line and shape work in mathematics by studying the designs of Mondrian and Jackson Pollock and producing their own abstract pictures in oils. They understand the idea of self-portraits and their well-displayed work shows great attention to detail. The pupils' drawing skills are above average and they observe carefully when making drawings, trying to create a sense of perspective in their work.
103. By the end of Year 6, pupils continue to develop their knowledge of the work and style of famous artists. They look at art from other countries and traditions to extend their own

cultural development. For example, Year 5 pupils study the Bayeux Tapestry as a model for their own representation of the Myth of Theseus and the Minotaur as part of their work on Ancient Greece and Textiles. Inspired by the 'Still Life' paintings of Van Gogh, they compose their own imaginative arrangements to make statements about school life. They record these in watercolours and using a digital camera. In Year 6, pupils develop this theme further by imitating the style of portrait artists who use strong facial expression, and paint their own version of Van Gogh's 'The Dull Man.' They produce high quality sketches in the style of J.S. Lowry. In Year 4, the pupils use music, poetry and information and communication technology to help them produce some very good pastel work on 'Dreams' as part of their study of Salvador Dali's work. They use well-known simple stories to design their own compositions based on Journeys and gain a good understanding of the work of Paul Klee. Both in the infants and the juniors there is little evidence of three-dimensional work, although some topics are planned in the summer term to include this.

104. The scheme of work is based on national guidelines and it ensures that the pupils are taught a range of skills and given the opportunity to use these with different media. The co-ordinator manages the subject very effectively and gives good support to her colleagues by checking their plans and keeping a portfolio of the pupils' work to show progression. This ensures that the pupils are developing artistic skills consistently through suitable activities and that appropriate resources are available for the work that is planned. Following the most recent inspection there has been an increased and very successful emphasis on studying the works of famous artists and looking at the wealth and richness of art in other cultures. For example Year 6 pupils often use the Internet as part of their homework to research the work of various artists. Around the school the works of famous artists are displayed. Teaching in both the infants and juniors is good. The teachers plan interesting work, often linked to other areas of the curriculum. There is a good level of expertise amongst the staff that supports the standards achieved by the pupils. The school provides and values opportunities to provide for the creative development of pupils. This is reflected in a wide range of attractively displayed work throughout the school. The curriculum is very effectively enhanced by a range of visits to art museums and workshops.

DESIGN AND TECHNOLOGY

105. Pupils' attainment in design and technology is in line with national expectations at the end of Year 2 and Year 6. All pupils, including those with special educational needs make satisfactory progress as they move through the school. Standards and progress have improved in the juniors since the last inspection, when they were judged to be unsatisfactory in design and evaluation. More time has been allocated for the subject to be taught in sufficient depth in the juniors and to meet statutory requirements within the National Curriculum. Better planning has been introduced and teachers have received training and support from the co-ordinator to improve their subject knowledge. These initiatives are having a good impact on improving the standards and progress being made in the juniors.
106. By the end of Year 2, pupils have worked with different materials, tools and techniques and have a satisfactory understanding of designing, making and evaluating their work. They have covered a reasonable amount of work, which includes making puppets, a coat for Joseph and wheeled vehicles. Sometimes a greater focus is needed in the design on producing plans with more detail such as listing the equipment and materials needed. Some pupils find this difficult to do and need more support to move them on from simply drawing pictures and colouring them in. This is one of the reasons why standards are not higher. When pupils started making wheeled vehicles, they spent time learning how to join the wheels and axles to allow movement and tried out different

axle holders until they found the ones that worked. They have a satisfactory awareness of the suitability of different materials and how they are joined. Pupils had a lot of fun making a coat for Joseph, with a good focus on evaluating the garment by wearing it and testing the joining techniques for strengths and weaknesses. In this way they learnt that the design and materials could be modified if they are not suitable for the purpose.

107. By the end of Year 6, pupils are making steady progress in their work. Good links are made with other subjects, which helps broaden the opportunities for pupils to practice design and technology skills more widely across the curriculum. For example in Year 6 both science and design and technology skills were used to make a burglar alarm. After looking at commercially produced switches, pupils experimented with conductive materials before designing their own circuits and making the alarms. The quality of designs varied in the detail and usefulness but most provided enough information on which pupils could base their making. However very few plans are detailed enough to enable pupils to achieve higher standards of attainment. The improvements to pupils' evaluation skills were shown when they appraised the alarm against different criteria such as 'does the switch work consistently well?' and 'is it easily knocked off?' In the rest of the juniors, pupils have made articles such as picture frames, lights, musical instruments and purses. Although making skills are satisfactory, some pupils have difficulties joining parts together with the most suitable materials. Because of this, further developments are needed in the design aspect to improve the joining of the finished product.
108. A good feature of the current work in Year 6 is the way in which pupils have worked closely with children in the Reception class as 'buddies' to write stories and to design and make hats of some of their favourite story characters to use in their role-play activities. Not only are pupils in Year 6 extending their writing skills but they are also gaining important personal and social skills in supporting and working closely with younger children. Although the hats are still in the design stage, useful working plans have been drawn up after carrying out research on the Internet. The evaluations of the hats are being carried out by the Reception class children, who will decide which ones portray the best story characters and are the most comfortable to wear. This partnership with younger pupils has given pupils in Year 6 a real purpose and interest in working on design and technology. Next term they will be using computers to control the movement of vehicles they will be designing and making.
109. Pupils are provided with good opportunities to take part in food technology activities such as making sandwiches in Year 3 and looking closely at fruit and vegetables in Year 1. There is also a good focus in improving pupils' knowledge and understanding of what constitutes a healthy diet. In the infants, cultural awareness is enhanced well through design and technology when 'A Hindu Day' is held. Pupils design and make Hindu dancing sticks and jewellery and prepare and eat an Indian meal.
110. The quality of teaching is satisfactory. Teachers now show a secure knowledge and understanding of the subject and improved confidence in their teaching is helping pupils to acquire important skills in their learning and make better progress. Relationships are very good and lessons are usually purposeful, safe and well organised. Pupils enjoy the practical nature of the tasks and are keen and well motivated to learn. They show very good levels of initiative in selecting their own materials and working collaboratively. In a lesson in Year 4, very good levels of discussion and challenging questions were used to help pupils to reflect and evaluate at a high level on the strengths and weaknesses of the lights they had just made. In the satisfactory teaching a greater level of challenge is sometimes needed to enable pupils to work at an improved level of accuracy and detail in their designs so that the articles made can be modified if necessary and joined to a

higher standard. Although assessment procedures are being carried out, the results are not always being used enough to improve weaknesses and raise expectations and standards. Pupils' skills in English are extended well through discussions and evaluations, but the opportunities to use mathematics are more limited because design plans lack accurate measurements. However, pupils in Year 4 drew accurate nets as templates for the packages they made.

111. The leadership and management of the subject are good. The co-ordinator is very knowledgeable and committed to further improvements in the subject. Her skills have already been used successfully to improve the standards in the juniors. She has a good overview of the subject through examining planning and pupils' work. She will be given the opportunity later in the year to monitor the quality of teaching through the school. This will help her to move further forward in her effectiveness as a co-ordinator. Resources to support the subject are satisfactory overall.

GEOGRAPHY

112. Since the last inspection the school has made very good improvement to the geography curriculum. Standards in geography are now in line with national expectations at the end of both Year 2 and Year 6. Planning has greatly improved and is now good in all classes. There is now a much greater emphasis on learning about other cultures. A scheme of work based on national guidelines is now in place. This ensures that pupils throughout the school cover all aspects of the geography curriculum, although geographical skills are not always developed in a systematic way. All pupils make satisfactory progress in developing their geographical knowledge as they move through the school.
113. By the time they leave the infants, most of the pupils have developed a basic sense of place in relation to their own locality and are developing an awareness of how different life is in places further afield. In Year 1, the travels of Barnaby Bear give them information about such countries as France, Thailand and Singapore. The study of an imaginary community, on the Hebridean Island of 'Struay' enables the pupils to make comparisons between that community and their own lives. The work that Year 2 pupils have carried out looking at life in the village of Mulinamhepo has given them a very good insight into how different life is in Zimbabwe. The pupils are able to make effective use of a range of sources of information, such as videos, photographs, books and maps and first hand information from their teacher.
114. By the end of Year 6, the pupils develop a satisfactory knowledge and understanding of places. For example, in Year 3 the pupils compare the similarities and differences of a market in Worksop to one in Guadalur, a village in India. They go on to look at other aspects of life in India and know, for example, that India is a vast continent and that the two main religions are Hinduism and Islam and that the Ganges is one of India's most important rivers. They compare the climate of Bombay and London and there are good links with their work in mathematics. Mapping skills develop well and in Year 4 the pupils accurately name the major countries and continents of Europe as well as being able to place Nottingham and Sheffield correctly on a map of the United Kingdom. They use the Internet to conduct their own research on countries such as Egypt finding out, for example, about how the main physical features influence the way the country is populated and what types of industry and farming take place. Year 5 pupils use four figure grid references with confidence and draw accurately scaled maps of the immediate locality including their own key to show a range of information. Good links are made with their work in history when they compare an 1861 map of Nottingham

with a current one to see how and why the built environment has changed. By the end of Year 6 the pupils show good enquiry skills and use a variety of sources including the Internet to conduct their own research work on great rivers of the world. This work is produced in attractive River Books that contain a wealth of information about how great rivers such as the Nile and Amazon influence the lives of the local people.

115. Geography teaching is now satisfactory throughout the school. The planning for lessons ensures that there is adequate coverage of the relevant topic but across the school it is not always clear about the development of specific skills and knowledge that will be learned. The teachers' subject knowledge is good and they make the subjects interesting and relevant by making effective use of the local area. Homework is well used to support the pupils' learning. There is very good emphasis on appreciating the richness and diversity of other cultures and there are good links with such subjects as religious education and history as well as English. Leadership and management of geography are good. The subject co-ordinator has been very successful in ensuring that the deficiencies in the geography curriculum identified in the previous inspection have been fully addressed. A system of assessing what the pupils have learnt at the end of each topic has been recently put in place and is beginning to have an impact on the way future work is planned.

HISTORY

116. Pupils' attainment in history is in line with national expectations by the end of Year 2 and Year 6. The majority of pupils, including those with special educational needs, make good progress. This is mainly reflected in their increasing use of historical evidence to record their findings and of different sources of information. Pupils' attitudes to the subject are very positive and contribute to the progress they make. Overall standards have been maintained since the last inspection.
117. By the end of Year 2, most pupils have developed a satisfactory understanding of chronology with more able pupils appreciating the distinction between recent history and periods in the distant past. For example, they have a good knowledge and understanding of the period in which Florence Nightingale lived and of the health conditions of the hospital in Scutari. From evidence of previous work, they also demonstrate knowledge and understanding of key features and events surrounding the Great Fire of London when they write captions describing the causes of the fire and the role of Samuel Pepys in recording the events in his diary.
118. By the end of Year 6, pupils have a satisfactory knowledge and understanding of key events, people and changes in the past. For example in Year 4, pupils demonstrate good understanding and knowledge of the Romans. They describe accurately countries the Romans invaded and some aspects of their life style. Pupils gain insights through their reading and research about a range of themes. They use role-play effectively to dramatise the Romans' passion for brutal contests against other humans as well as animals. They use the knowledge they gain from texts to write diary entries based on these roles. More able pupils compare features of Roman life like entertainments with those of today. By the end of Year 6, pupils have developed good historical enquiry skills and a secure grasp of the differences between primary and secondary evidence. In their study of the Indus civilisation, they demonstrate clear understanding of how artefacts are used by historians and archaeologists to piece facts together as they apply these methods and speculate about the possible uses of various artefacts and put them in categories.
119. The quality of teaching and learning is good overall. This represents an improvement since the last inspection when it was deemed satisfactory. However, there has been insufficient time for the improvement in teaching to make a significant impact on the standards attained by the pupils. Where teaching is good, activities are presented in a lively and stimulating manner, and this enthuses the pupils about their learning. Pupils' learning is enhanced when they are asked to carry out their own research or when creative methods like role-play are used. Good use is made of questioning to further extend pupils' learning and challenge their thinking. Work is carefully matched to different abilities with good support being provided by teaching assistants for less able pupils and those with special educational needs. Where teaching is less effective, this is mainly because the potential of resources is not sometimes maximised or the marking of pupils' work is not sufficiently focussed on providing guidance as to how work can be improved.
120. The subject is well led by the co-ordinator who regularly monitors colleagues' planning and provides good levels of support and advice. However, little has been done in terms of monitoring standards of teaching and learning through classroom observations, and this is a proposed area of development to help raise standards further. The history curriculum is effectively enhanced through visits to museums to support units for instance on the Ancient Egyptians, the Second World War and the Tudors. Good use is also made of study materials of Nottingham as a locality. Information and

communication technology is soundly used with a range of CD roms to serve different topics. The subject is effectively used to support and promote literacy skills with good examples seen during the week of inspection of the use of role-play, drama and collaborative discussion to promote talk. This also supports pupils' social development.

INFORMATION AND COMMUNICATION TECHNOLOGY

121. The pupils' attainment in information and communication technology is above national expectations at the end of both Year 2 and Year 6 and all pupils, including those with special educational needs and the more able, make good progress. Good progress has been made since the previous inspection and the school has worked hard to raise standards and improve the provision. The recently commissioned computer suite is used very effectively and the subject benefits from good leadership.
122. By the end of Year 2, most pupils use a word processing program well to write simple stories and letters, for example when they write a letter about rubbish in response to an article about mess. They order and correct text using the backspace, enter and return keys. The pupils know how to load, save and print their work and they use a good variety of software. Younger pupils demonstrate good skills in using a mouse and they use the shape and fill functions to produce simple images. The skills are developed well and older infant pupils produce artwork in the style of Mondrian, focusing on the use of lines. In their work using control technology, the Year 2 pupils demonstrate satisfactory skills in programming a floor robot to follow a route and to undertake a series of turns. These skills are developed effectively as the pupils direct a screen robot to undertake a range of increasingly more complex tasks. Through these activities they begin to understand the value of entering a series of instructions into a program. By the end of Year 2, the pupils recognise that computers can be used to store information and produce graphs and charts based on a topic about themselves.
123. By the end of Year 6, the pupils demonstrate good word processing skills. They become more confident editing their work. The pupils use these skills effectively when they produce multi-media presentations, inserting pictures and text and amending their work appropriately. The pupils have a good understanding of how to use spreadsheets. For example, during the inspection in a very good Year 5 lesson, the pupils entered information and used a formula to calculate the cost of a camping trip. The pupils develop their understanding of databases and combine this knowledge with their understanding of spreadsheets to produce graphs and charts. Good use is made of the Internet and CDroms to carry out research. For example, younger pupils in Year 3 used the Internet to find information about Egypt as part of their history work, Year 5 pupils obtained statistics on Scarborough as part of their geography work and Year 6 pupils developed their understanding of planets. All pupils demonstrate good confidence in this aspect of their work. The pupils make good use of computers, including laptops, within classrooms to carry out additional work and microscopes connected to computers considerably enhance their science work. The pupils' use of control technology is at an early stage of development but there are clear plans for its introduction.
124. The quality of teaching and learning is good in the infants and very good in the juniors. Staff have worked hard to improve their skills through a range of training activities and this has resulted in most staff being confident in their approach to using computers. The teaching of information and communication technology is carried out regularly and systematically. All classes use the computer suite on a regular basis and there are opportunities to make use of it at other times when appropriate. In addition, all

classrooms have computers that are used to support learning in most areas of the curriculum. The teachers have high expectations of what the pupils can achieve and this has resulted in improved standards. Lesson planning is of a very good quality although it is better in the juniors. The analysis of work shows that the pupils have more opportunities to work independently in the juniors and this enables them to make better progress.

125. Pupils have very positive attitudes towards information and communication technology and behave well during lessons. They respond well to their teachers and show obvious enjoyment when using programs. Most teachers provide good opportunities for computers to be used to support learning in other subjects. A particular strength of the subject is the computer club and 'buddy system'. The computer club operates for all children – including those in the Reception class – who attend on a rota basis. The organisation encourages older pupils to work with younger children, providing them with a mentor. This system operates beyond the computer club with Year 6 pupils acting as 'buddies' to pupils in the Reception class. They e-mail one another, not only improving computer skills but also helping to create a bond between them. The school's library is computerised, all of the pupils using a bar-code reader for signing their books in and out.
126. The subject is well led and managed. The co-ordinator is knowledgeable and provides good support and guidance for colleagues. Good monitoring of teaching and learning has led to improvements and identified areas for further development. Good assessment procedures that identify strengths and weaknesses in the pupils' knowledge and in the quality of teaching and learning are in place. The school has a good number of computers and there is a good range of software that is used well

MUSIC

127. By the end of Year 2 and Year 6, attainment in music is in line with national expectations and the majority of pupils, including those with special educational needs, make satisfactory progress. Standards since the last inspection have been maintained. Music provision in the school makes an effective contribution to pupils' spiritual, social and cultural development and singing in assemblies is particularly joyous and uplifting. The school has bought into the Authority's music service by having a specialist teacher working in partnership with staff and this is now having a positive impact on the level of teachers' confidence. Visiting music tutors provide instrumental teaching for those pupils who choose to learn an instrument and these pupils are often encouraged to contribute their knowledge to the benefit of their peers.
128. By the end of Year 2, the vast majority of pupils have a secure sense of rhythm. Pupils take part in a wide variety of clapping games, which help them to listen carefully, and to copy, repeat and generate different rhythmic patterns. More able pupils show good skills in counting the beats and use this to produce louder sounds. The vast majority of pupils name and recognise a good range of percussion instruments, and the more able pupils are aware that some instruments are more suited to some sounds and purposes than others. Pupils in Year 2 learn to play the drum. They recognise and practise closed and open sounds and vary their notes, using the edge and the middle of the drum to produce different rhythmic patterns. Infant pupils have many opportunities to sing, an activity which they thoroughly enjoy. Teachers use a good variety of different types of songs which the pupils sing with high levels of enthusiasm. Pupils have a good sense of pitch, and their singing is tuneful and rhythmic. There are good

opportunities for pupils to listen to and appraise recorded music, and the work of their classmates.

129. By the end of Year 6, pupils know how to compose simple pieces based on repeated rhythmic patterns. They use untuned percussion instruments effectively to develop their rhythms into short compositions, and sometimes incorporate tuned instruments, such as xylophones. Teachers provide good opportunities for pupils to perform their pieces to the rest of the class, and to the whole school. Most junior pupils have a good sense of pitch, and sing tunefully. They enjoy the songs and particularly enjoy the opportunities to sing songs which are in parts, or which are challenging and technically demanding in terms of rhythm and pitch. Most junior pupils enjoy listening to recorded music, and by the end of Year 6 express their likes and dislikes about the music they have heard, and pick out important features. They listen attentively to a piece of South Asian music and note the repeated patterns of ostinatos. More able pupils are adept at counting the number of beats and keep the rhythm at the same speed. The majority copy the various patterns by tapping on the tables and learn to recognise the transition to another pattern as the teacher models and demonstrates this by signalling the time for switching patterns. Older pupils use special notebooks for music where they record their achievements in each lesson.
130. Pupils' achievement over time is reflected in their increasing exposure to a range of musical traditions and music making. Pupils' attitudes contribute positively to the standards being achieved. They participate in lessons with real enjoyment, and persevere in their effort to improve their performance. They work well together showing respect for each other and collaborate effectively during group performances. They treat instruments with care and those who receive specialist tuition often use their instruments to demonstrate particular aspects linked to the learning objectives of the lesson.
131. The quality of teaching and learning is good throughout the school. Teaching seen during the week of the inspection was mainly provided by a visiting specialist and is of good quality. Class teachers are fully involved in the lessons with good examples where both teachers work in partnership. The pupils respond to the enthusiasm of their teachers and make good gains in their learning, approaching tasks with high levels of motivation. Lessons are carefully planned to focus on key elements and are well balanced in providing opportunities for listening and composing. Learning objectives are shared with the pupils and effective explanations and demonstrations enable pupils to develop and consolidate their knowledge. Teachers build effectively on skills and knowledge acquired in previous lessons and provide ample opportunities for pupils to practise and improve their performance. Good provision is made for pupils to work together in groups and these opportunities have a positive impact on pupils' social development.
132. The subject is effectively led by the co-ordinator who is enthusiastic and works in close partnership with the visiting specialist teacher. However, because she has only been in the post for a very short time, she has not yet had any opportunity to monitor standards of teaching and learning. The music curriculum is enhanced through singing practice. Information and communication technology is used appropriately through a range of opportunities when pupils record compositions, use keyboards and a computer program. Music is well used in combination with drama and poetry, for instance when pupils work on various productions.

PHYSICAL EDUCATION

133. The pupils' attainment is in line with national expectations at the end of Year 2 and Year 6. Standards are similar to what they were at the time of the last inspection but the unsatisfactory progress seen in some lessons in the juniors has been eradicated and overall, good progress has been made since the previous inspection. Pupils of all abilities make satisfactory progress throughout the school.
134. By the end of Year 2, pupils demonstrate good control of their bodies and show a satisfactory awareness of space. In gymnastics, pupils travel across the floor at different levels, change direction with ease and link a number of movements together to form a short sequence. In dance, the pupils plan their work carefully, sharing ideas and adapt their movements well, responding to the stimulus of the music. In a good Year 2 lesson seen during the inspection, the pupils showed a good appreciation of another culture, playing African instruments and dancing in response to an African story. They used movement imaginatively and responded well to the stimulus of the music. During the inspection it was not possible to see games activities, but an examination of planning shows that all elements of the physical education curriculum are covered during the year.
135. The pupils make satisfactory progress as they move through the juniors and by the end of Year 6 are attaining in line with national expectations. In games activities, the pupils develop good levels of throwing and catching and have satisfactory ball control skills. The older pupils are beginning to appreciate tactics and strategies across a range of games and are developing good levels of co-operation and teamwork. By the time they leave the school, most pupils can swim at least 25 metres. It was not possible to see any gymnastic or dance activities in the juniors during the inspection but planning shows that these areas of the curriculum are given full attention during the year. There are good links with science and the pupils are fully aware of the effect that physical activity has on their bodies. They are also aware of the adverse effect that drugs, tobacco and alcohol can have on the body.
136. The teaching and learning of physical education is good throughout the school. Lessons are well-planned and the teachers approach the subject with enthusiasm. In the best lessons, the teachers share learning objectives with the pupils and discussions at the end of lessons focus on identifying what the pupils have learned and how they might improve. Good opportunities are taken by the teachers to demonstrate correct movements and skills and, where appropriate, pupils demonstrate their skills to their classmates. The teachers use praise effectively to motivate pupils. The strong relationships that exist between teachers and pupils encourage the children to have a go and not be frightened of being ridiculed. High expectations of attainment and behaviour are set and the pupils respond well to these demands. They try hard and put considerable effort into their work and most always try to do their best. Behaviour is almost always at least good and the pupils show good levels of co-operation. They are good at helping those pupils whose skills are not as good as their own.
137. The subject is well led and managed. A new co-ordinator is being 'trained' to take over the responsibility and is working with the current post-holder to familiarise herself with the demands of the post. The pupils' performance is monitored regularly and used to identify areas of the curriculum requiring improvement. The teachers have undertaken a good amount of staff development, including the TOP's programme, in order to improve their own skills. The school has a good range of resources to support physical education activities; the outdoor facilities are excellent and are used very effectively. The school makes good use of visitors to support the subject, coaches from the local football club and county cricket club working with pupils on a regular basis. There is a

good range of clubs and out of school activities including, cross country running, football, netball, rugby, athletics and rounders. Every year group, including the Reception class, go swimming each year and the school has identified the need to determine whether it can justify this amount of time on one aspect of the curriculum.