

INSPECTION REPORT

HEATHLANDS PRIMARY SCHOOL AND NURSERY

Rainworth, Mansfield

LEA area: Nottinghamshire

Unique reference number: 133268

Headteacher: Mr M Aske

Reporting inspector: Mr P M Allen
17531

Dates of inspection: 18th – 21st November 2002

Inspection number: 249028

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Ransom Road Rainworth Mansfield Nottinghamshire
Postcode:	NG21 0DJ
Telephone number:	(01623) 401402
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Appropriate authority:	The governing body
Name of chair of governors:	Mr B Fairhurst
Date of previous inspection:	No previous inspection – new school

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17531	Mr P M Allen	Registered inspector	Mathematics Music Religious education Foundation Stage	What sort of school is it? How high are standards? How well are pupils taught? What should the school do to improve further?
11474	Mr P Berry	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
29381	Mrs A Brangan	Team inspector	Science Design and technology Geography Physical education Equal opportunities Special educational needs	How good are the curricular and the opportunities offered to pupils?
29686	Mr J S Lord	Team inspector	English Information and communication technology Art and design History	How well is the school led and managed?

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	8 - 10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	10 - 12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12 - 14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14 - 15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	15 - 16
HOW WELL IS THE SCHOOL LED AND MANAGED?	16 - 18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19
PART C: SCHOOL DATA AND INDICATORS	20 - 24
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25 - 43

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school came into being as a through primary school in September 2001 when, as a result of local re-organisation, it replaced a three to nine years first school. It is a below average size primary school with 127 pupils plus a Nursery which caters for up to 40 children on a part-time basis. For its first year the school was located in the previous building. In September 2002 it moved to its present purpose built accommodation on a new site in a different part of the catchment area. The school serves an area of mixed housing in a former mining village on the outskirts of Mansfield. Over 40 per cent of the pupils in the main school come from outside the school's catchment area. There are more girls than boys which leads to a gender imbalance in some year groups. The vast majority of pupils are of a white UK background with a small number from other ethnic backgrounds. There is one pupil who speaks English as an additional language. As well as the Nursery, there are five classes all with more than one year group, with two classes for Reception and Key Stage 1 and three for Key Stage 2. Eighteen pupils are identified as having special educational needs with none having a statement of special educational need; these proportions are below the national averages. The proportion taking free school meals is well below the national average. Virtually all the children have attended the school's nursery class and join in the Reception group at the start of the term in which they become five years old. Attainment on entry to the Reception class is broadly in line with what could be expected.

HOW GOOD THE SCHOOL IS

This new school has quickly become an effective school providing a good standard of education, with a capacity to become more effective. The headteacher, well supported by the staff, governors and parents, provides good leadership. Standards at the end of Year 2 are broadly in line with national averages in reading and mathematics and above in writing. Standards at the end of the newly formed Year 6 are likely to be in line with national averages in mathematics and science and below in English. The staff are very caring, hardworking and committed to the school; the quality of teaching observed was good overall. All pupils are fully included in all facets of school life. Taking into account its effectiveness and efficiency in relation to its costs, the school gives overall good value for money.

What the school does well

- The excellent teaching in the Nursery enables the children to make a very good start to school life.
- The good and very good teaching in the latter part of Key Stage 2 enables the pupils to achieve well relative to their abilities.
- The provision for pupils with special educational needs is very good and they make very good progress.
- Pupils' attitudes and behaviour are very good, as are relationships throughout the school.
- The school enjoys a very good partnership with the parents.
- The good leadership of the headteacher is fundamental to the success of the new school.

What could be improved

- *The provision of more challenging work for the higher attainers to enable more pupils to reach the higher National Curriculum levels.
 - *Pupils' more advanced reading skills in order to improve standards in reading at both key stages.
 - The level of support provided in the class which contains both Reception children and Year 1 pupils.
 - The scope and timescale of school improvement planning.
- * These areas for improvement are clearly recognised in the current school improvement plan.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Heathlands Primary School came into existence in September 2001 as a reorganised school and, as such, this is its first inspection. It has made very good progress in creating a team approach involving new and established staff. Staff work together very well supporting one another effectively. There is a strong commitment to improvement and a shared capacity to succeed.

STANDARDS

At the time of the inspection it was not possible to show the standards achieved by pupils at the end of Year 6 based on average points scores during the National Curriculum tests as there were no Year 6 pupils prior to the year of the inspection.

Virtually all the children in the Reception year are likely to meet most of the nationally prescribed Early Learning Goals and around a quarter are likely to exceed them. Standards at the end of Year 2 are in line with national averages in reading and mathematics and above in writing and science. These standards are reflected in the National Curriculum results of 2002. Standards at the end of Year 6 are likely to be in line with national averages in mathematics and science. Standards in English are likely to be below national averages because of the number of pupils in the year group with special educational needs relating to literacy. Children make very good progress in the Nursery class. After that progress is not as marked. Pupils in the oldest two classes make good and sometimes very good progress enabling the pupils to achieve well. Standards in information and communication technology are improving at a very rapid pace. It is the judgement of the inspection team that, if this continues, standards at the end of Year 2 and Year 6 will be in line with national expectations. In religious education, pupils achieve standards which are broadly in line with the requirements of the locally agreed syllabus. The school is setting targets for the future but, given the priorities of the school improvement plan, these need to be more challenging.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are very proud of their new school. They are enthusiastic about their work and speak highly of the staff who work there.
Behaviour, in and out of classrooms	Behaviour is consistently very good. Pupils are aware of the high expectations made of them. All ages and both genders mix well.
Personal development and relationships	Personal development and relationships are very good. Pupils respect and value one another. They afford a warm welcome to pupils new to the school.
Attendance	Attendance is satisfactory. The level of unauthorised absence is being reduced through improved monitoring. There are a small number of latecomers.

The pupils' very good attitudes and their very good behaviour have a strong impact on the quality of learning.

TEACHING AND LEARNING

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

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

The quality of teaching is good overall. Excellent teaching was observed in the Nursery and very good teaching was observed in the latter part of Key Stage 2. English and mathematics are usually taught well and teachers use effective methods to teach the skills of literacy and numeracy. There is a need, recognised by the school, to focus more closely on and to further develop pupils' more advanced reading skills. Support staff make a very positive contribution to the teaching and learning. The teaching generally meets the needs of all the pupils. It successfully meets the needs of the lower attaining pupils, including those with special educational needs. There are times when more could be expected of the higher attaining pupils. The pupils are very enthusiastic about their learning with a will to achieve well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall the curriculum is broad, balanced and inclusive, benefiting from a very good range of visits and visitors. The school is very significantly improving its information and communication technology provision including its use in supporting all curricular areas.
Provision for pupils with special educational needs	The provision for lower attainers, including those with special educational needs is very good with a good level of support. The school is only just beginning to identify and develop strategies to support the higher attaining pupils.
Provision for pupils with English as an additional language	Very good support is provided.
Provision for pupils' personal, including spiritual, moral, social and cultural, development	The provision for spiritual, moral, social and cultural development is a strength of the school and underpins its ethos. The pupils respond well to all aspects of personal development.
How well the school cares for its pupils	There is a caring community ethos where each child is valued and supported. There are good practices for monitoring attainment and progress, especially in English and mathematics.

The school benefits from its very good partnership with parents. There is a very good range of extra-curricular activities. The level of pastoral care is very high.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and management. He is well supported by the experienced deputy headteacher and by the conscientious curriculum co-ordinators, whose roles are becoming well developed.
How well the governors fulfil their responsibilities	The governors fulfil their responsibilities well. They are well led by an experienced, hands-on chairman who spends a lot of time in school and is well known by the pupils.
The school's evaluation of its performance	The school has made a positive start to its self-evaluation with plans to further develop targets aimed at improving the quality of education and raising standards.

The strategic use of resources

The school makes good strategic use of its resources including specific grants and additional funding. Decisions on spending are carefully linked to educational priorities, such as the recent investment in laptop computers.

The school improvement plan needs to cover the year in prospect in detail and extend to subsequent years. Overall, the school is well staffed with teachers and support workers. More staff support is needed to cater for the specific needs of the class which contains both Foundation Stage children and Key Stage 1 pupils. The school benefits from its excellent new buildings and grounds. Because of recent circumstances, including the new building, the school is carrying a very large budget surplus. There are firm spending plans to very significantly reduce this surplus. The school is generally well resourced except for non-fiction books. The school gives appropriate consideration to the principles of best value.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and are making good progress. • Standards of behaviour. • The quality of teaching and the approachability of the school. • Being well informed about progress. • The leadership and management. • The expectation that children will work hard and become responsible. • The school's partnership with parents. • The extra-curricular activities. • The amount of homework set. 	<ul style="list-style-type: none"> • A small number of parents expressed concern about safety on the road at the close of school.

The inspection team shares the parents' concerns about road safety. Parents have a very high regard for the school and many of them spoke very favourably about the school. 'One thing that makes the school special is that everyone works as part of a team,' said one. Another parent summed up the views of many when she said, 'There is family feeling, a sense of belonging.' The inspectors agree with the parents' positive views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The excellent teaching in the Nursery class ensures that children make a very positive start to school life and has a very positive impact on the standards that they reach. Although there is a wide range of attainment which varies from term to term and between the two daily groups, overall it is slightly below what could be expected; this is most notable in language and communications skills and in early numeracy skills. Nevertheless because of the quality of the teaching they receive the children make very good progress. As a consequence when children enter the Reception class, overall attainment is broadly in line with what could be expected. In their time in Nursery and in the Reception class children achieve well relative to their abilities.
2. In the areas of personal, social and emotional development and in knowledge and understanding of the world, virtually all the children are in line to meet the national Early Learning Goals at the end of the Reception year and around a quarter are likely to exceed them. In communication, language and literacy, although the vast majority are likely to meet most of the goals, fewer will meet the higher level targets in reading and writing; just a few children are likely to exceed the goals. In the area of mathematical development, the vast majority will meet the goals with a fifth exceeding them. In the physical area, all are likely to achieve the goals with a quarter exceeding them, whilst in the creative area virtually all the children will meet the goals, with a quarter likely to exceed them.
3. As the school only came into existence in September 2001, there are very little national performance data for standards at the end of Year 2 and no data for standards at the end of Year 6. Judgements on standards are based on work seen in lessons, an extensive scrutiny of pupils' work and discussions with pupils. They are also based on the data and information contained in the school's records, including detailed assessments and the tracking of pupils' progress which leads to predictions of future performance, most notably at the end of Year 2 and the end of Year 6.
4. Standards at the end of Year 2 are in line with national averages in reading and mathematics and above in writing. Although year groups of pupils can vary from year to year, these judgements are reflected in the National Curriculum results of 2002. Standards at the end of Year 2 in science are slightly above national averages. This picture of attainment is reflected in the results of the teacher assessments undertaken in 2002.
5. In the 2002 Key Stage 1 tests every pupil reached Level 2, the expected level for the average seven year old, in writing and mathematics and virtually every pupil reached Level 2 in reading. However, in reading and mathematics the number who reached the higher Level 3 was well below national averages. The available evidence indicates that a similar picture could be apparent in the tests of summer 2003. Around a third of the pupils are in line to reach the 2a level, the standard below Level 3. The school is aware of and is beginning to take action to target the higher level for this group of pupils. To provide more challenging work for the higher attainers is a main target of the school improvement plan, to thus enable as many pupils as possible to reach the higher Level 3 at the end of Year 2 and the higher Level 5 (Level 4 is the expected standard for the average eleven year old) at the end of Year 6.
6. Results can vary from year to year, sometimes through the proportion of pupils who have special educational needs, which affects the overall evaluations. This is the case with the current Year 6 pupils where a significant minority of pupils have learning difficulties in the basic skills, most notably in literacy. This means that they are very unlikely to reach the expected Level 4, even though they are being well taught and are making good and sometimes very good progress. The current Year 5 group of pupils are likely to reach significantly higher standards when they are tested in 2004. However, currently standards at the end of Year 6 are likely to be in line with

national averages in mathematics and science, but below in English. Across both key stages, pupils with special educational needs are well supported by the school and even though they may not reach the appropriate levels, they make good and often very good progress. The one pupil who speaks English as an additional language is very well supported, making very good progress and achieving as well as all the other pupils in the class.

7. Appropriately there is recognition in the school that standards could be higher. As well as identifying the need to better enable the higher attaining pupils to reach the Level 3 and Level 5 standards, the current school improvement plan identifies the need to improve pupils' more advanced reading skills in order to raise standards in reading at both key stages. These are the main areas for the school to work on and in so doing there is a need for the school to set more challenging targets for the pupils. Children make very good progress in the Nursery class and good and sometimes very good progress in the oldest two Key Stage 2 classes; it was in these three classes that all of the excellent and very good teaching was observed. In the other classes, progress slows down. Expectations are not as high and pupils are not always as productive, achieving less in their work. Across the range of tests undertaken, there is no evidence of significant variation in the performance of boys compared with the performance of girls.
8. Standards in information and communication technology are improving at a very rapid pace. It is the judgement of the inspection team that, if this continues, standards at the end of Year 2 and Year 6 will be in line with national expectations. In religious education, pupils achieve standards which are broadly in line with the requirements of the locally agreed syllabus. Across the other subjects standards are broadly in line with what could be expected.

Pupils' attitudes, values and personal development

9. Pupils enjoy coming to school and are keen to learn. Throughout the school, the pupils' attitudes towards learning are very good. They listen attentively to their teachers and respond eagerly when challenged; for example, many hands are raised when teachers pose questions. In the Nursery class the children love participating in the various activities, which are very well led by the excellent teacher and nursery nurse. At Key Stage 1, the pupils were observed with excellent attitudes in a well-planned assembly; when asked, for example, what music they could recall from previous assemblies, a wide range of answers was given, including reference to several classical composers. Whilst in Key Stage 1, the pupils' attitudes are good, in Key Stage 2 the attitudes to school are even better, particularly in the older classes, where the teachers' management techniques and teaching strategies are very good. On walking along the main corridor, it is evident that pupils in all classes are highly absorbed with their work; even though class doors are open, there is little noise (other than that of occasional laughter and enjoyment) and the school has a calm, purposeful atmosphere.
10. The standard of behaviour in the school is very good. The parents very much support this view. There have not been any exclusions and it is only on rare occasions that the headteacher has to speak to parents about behavioural concerns. Whilst the school admits to having some boys who can be too boisterous at times, no oppressive behaviour or bullying of any kind was observed during the inspection. Both during and outside of lessons, the pupils know what is expected of them and they respond accordingly. Their response to the school's provision for their moral development is very good. Movement around the school is very orderly, enabling the school to function effectively. The pupils appreciate the school's rewards systems, which include stickers and certificates; they are especially proud to receive the 'Heathland's pen'.
11. The relationships between pupils and adults and between the pupils themselves, are very good. Pupils of all ages and both genders integrate harmoniously, although there are times when the older boys take up a large proportion of the playground at breaktimes with their football game. The pupils relate well to each other, for example in the dining room, where lunch is a pleasant, social occasion. Pupils show suitable respect for the feelings and opinions of others. The comradeship between pupils was evidenced in a Year 2 design and technology lesson when spontaneous applause was given to a pupil who had designed a Christmas tree. Pupils are able to work well

independently and show very good collaboration when required. The sharing of resources between pairs, such as the laptops and electric circuits, works very well. Across the school, including the nursery, pupils are able to show prolonged concentration on their activities.

12. Pupils' personal development is very good. They benefit from a wide range of extra-curricular activities, such as the dance class, where a large number of Key Stage 2 pupils were observed enjoying participation with the professional coach. Pupils relish the educational visits outside the school, such as Mansfield Quarry and Rainworth Heath and there are many visitors, who give talks to the pupils. The pupils have learnt about environmental concerns, such as tree planting and through visits to a country park. 'Let's talk about rubbish' was an initiative by the school which included a visiting speaker; the lack of any litter in the playground is a reflection of the pupils' awareness. The pupils support several charities and take harvest gifts to elderly residents that they themselves nominate. The pupils' social development is further enhanced by the newly formed School Council, with pupils voting for their class representatives from Key Stage 2. One Councillor explained that items currently on the Council agenda included consideration of whether playground markings could extend the range of games available at break times. The pupils' social development is evidenced in their mature attitudes and their good manners.
13. The pupils' response to the school's provision for spiritual and cultural development is very good; during collective worship all pupils demonstrated a high degree of reverence. In a Year 5/6 religious education lesson, the pupils showed great pride and thoughtfulness in writing their own prayers. During discussions, pupils of all ages were able to talk with knowledge and respect about their work on cultural issues, such as displays featuring the Diwali festival of light. They have learnt much about religions from around the world; during the inspection, for example, they were celebrating the birthday of the Sikh founder, Guru Nanak. The pupils celebrate their own local culture; Class 5 pupils talked proudly about their topic work on the visit to Hardwick Hall, showing their drawings of the Long Gallery and the Great Hall.
14. The level of attendance at the school is satisfactory, being in line with the national average for primary schools. The attendance level dropped in the summer term, mainly due to parents taking holidays in term time, which can have a detrimental effect on the children's education. There is minimal unauthorised absence, parents being fully aware of the procedures for notification of reasons for absence. Whilst the vast majority of pupils arrive on time for the efficiently run registration periods, there are a few pupils who are habitual latecomers; this can cause disturbance to other pupils.
15. The school has a caring family ethos, where pupils gain in self-confidence and self-discipline. The pupils' very good attitudes, behaviour and personal development make a significant contribution to the quality of education.

HOW WELL ARE PUPILS TAUGHT?

16. Overall the quality of teaching is good. It was excellent in a small number of lessons observed, very good in around a quarter of those seen, good in just over a third and satisfactory in just over a third. No teaching was judged as unsatisfactory. The quality of teaching by the teacher and the nursery nurse in the Nursery is excellent. This teaching is one of the school's main strengths. The staff in the Nursery show a very good knowledge of the Early Learning Goals and this is reflected in the detailed, coherent planning. Excellent teaching and learning in the Nursery enables the children, regardless of ability, to make very good progress, enabling them to make a very good start to their schooling. The quality of teaching of the Reception children is good. The teacher works extremely hard to cater for the children's needs alongside those of the Year 1 children in the same class, but is disadvantaged because there is insufficient adult support.
17. The teaching in the oldest two classes at Key Stage 2 is of a consistently high standard with a lot of very good teaching. The quality of teaching in the other Key Stage 1 and Key Stage 2 classes, although satisfactory and sometimes good, is not quite as effective overall and this affects the progress pupils make. The skills of literacy and numeracy are better taught in the oldest classes

where pupils' needs are more successfully met. Across the school the teaching caters well for the lower attaining pupils, including those with special educational needs and these pupils are well supported by the teaching assistants. The higher attaining pupils are not always given sufficiently challenging work. This is recognised in the school improvement plan and a positive start is being made towards the school's target of more pupils being enabled to reach National Curriculum Level 3 at the end of Year 2 and more to reach Level 5 at the end of Year 6. In the less effective lessons observed more could have been expected of the higher attaining pupils and in the most effective lessons these pupils were successfully challenged to reach higher levels.

18. Teachers plan lessons in detail and identify what pupils are expected to learn in good quality introductions to lessons, which often include a thorough revision of work done previously. Where planning is most effective, teachers show good understanding of subjects and provide challenging activities which help pupils to make progress. Sometimes planning fails to take sufficient account of the pupils' various stages of learning. In these instances, there is too little difference in the level of challenge of work set for the various abilities.
19. In the most effective lessons, work matches more accurately the varying needs of the pupils and teachers have high expectations of what all pupils can achieve. Pupils respond by working hard and doing their best. This was clearly the case in an ambitious and challenging Year 5/6 mathematics lesson concerned with reading and plotting co-ordinates over four quadrants. The teacher explained the well-prepared group tasks with great clarity; the pupils all listened very attentively. The tasks were very closely matched to the capabilities of the groups. All pupils worked hard in a quiet, purposeful way. The classroom assistant closely supported the pupils with special educational needs. The higher attainers responded well to their very challenging work which enabled them to gain very good insights into the idea of the translation of shapes including positive and negative direction and axis orientation. In this lesson all groups were enabled to achieve well relative to their abilities.
20. Planning for literacy and numeracy lessons is thorough, making good use of formats from the national strategies. Lessons are organised to allow most pupils to keep up with the work and to complete the tasks in the time available. In mathematics, pupils are becoming skilled in using a range of strategies for solving mental calculations. Where teaching is particularly good, the teacher's own enthusiasm makes pupils interested and excited so that they are eager to learn. In literacy lessons, appropriate attention is generally given to grammar, punctuation, spelling and handwriting. Teachers use a variety of interesting texts which pupils enjoy. Literacy skills are well applied to other subjects to reinforce understanding; for example, in writing up science experiments and in accessing information in history and geography. In the oldest classes, a stimulating range of writing opportunities is provided and presentation of work is of a consistently high standard.
21. Teachers carefully group pupils according to their abilities. In most lessons instruction is effective. Teachers generally use questions effectively and give instructions clearly. In most lessons, teachers ensure that pupils understand what they have to do and good routines help them to gain independence in their learning. Classrooms are usually well organised and resources readily available. Teachers work hard to ensure lessons are inclusive of all pupils and provide very good support for children with special educational needs, so that they make good progress towards the targets in their clear individual education plans. In the best lessons a stimulating range of activities captures the interests of the children, teachers ensure that time targets given for completing work are met, the pace is brisk and teachers have high expectations of both the amount and the quality of work produced. Where expectations are high, pupils rise to the challenge, think independently and work well. Where teaching is less successful, the teacher's expectations of the amount and level of written work done is insufficiently high and pupils could achieve more.
22. Teachers make good use of the discussions at the end of lessons to consolidate learning and celebrate pupils' successes. In a Year 4/5 design and technology lesson, the teacher used the making of pop-up books to improve the pupils' designing and making skills. The discussion at the end demonstrated how well the pupils had listened and how much they had been helped to

develop their evaluations.

23. In most lessons teachers effectively manage the behaviour of pupils, who generally respond with good co-operation and enthusiasm. Relationships between teachers and pupils are very good and this underpins the quality of the teaching and the learning. The classroom behaviour of the youngest and also the oldest pupils is very good and sometimes exemplary and this reflects the quality of teaching. Pupils are very interested and involved in their work. The very good relationships are a strength of the school and contribute significantly to the pupils' learning. Teachers know their pupils very well and are sensitive to their needs. They create a climate where pupils are confident in answering questions or offering opinions knowing that whatever their reply it will be accepted with encouragement. This is especially important for the lower attaining pupils. The teaching promotes the self-esteem of the pupils who know that they are valued. Pupils speak very highly of the staff.
24. Work is marked regularly and teachers' comments are usually helpful in giving pupils encouragement and guidance on how they can improve. Sometimes the quality of marking is excellent. Teachers make useful formal and informal day-to-day evaluations of lessons which guide future plans. Homework is used well to extend learning and parents are very supportive. The classroom assistants provide very valuable support for teachers and pupils. The staff work very well as a team and are very committed to the school and its pupils. The level of pastoral support for pupils is of a very high order, sometimes involving sensitive counselling. The school has a clear commitment to continuing to raise standards and to improving the quality of teaching and learning so that all pupils are able to achieve as best they can.

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

25. The quality of the curriculum is good. It offers good breadth and balance and provides a broad range of worthwhile and stimulating activities with equality of access for all pupils. All statutory requirements are met. The curriculum for religious education follows the locally agreed syllabus and the daily act of worship meets requirements. The school is continuing to develop information and communication technology to support teaching and learning in all areas of the curriculum. The balance of time for the subjects is appropriate with a suitable emphasis upon literacy and numeracy. Health education, including sex education and drugs awareness is appropriately provided. A 'drugs and resistance education' programme is delivered by the police for Years 5 and 6 and a 'Children and safety education' programme is delivered by a former police officer to Year 2 pupils. Both these programmes make a valuable contribution to the pupils' personal, social and health education.
26. The quality of curriculum planning is very good with clear learning objectives. Long term planning ensures good coverage with medium term planning monitored by the co-ordinators. The school has adapted the nationally produced schemes of work to guide the work in most subjects. The staff have worked hard to extend the schemes and the planning to take into account the needs of the Year 5 and the Year 6 pupils. The curriculum is planned as a two-year cycle to accommodate the way that all classes contain more than one year group. The provision of extension materials appropriate for the higher attaining pupils is underdeveloped. Formal monitoring of lessons has been established especially for literacy and numeracy. No monitoring for science or the other subjects is yet in place. The staff are keen to review the way subjects are taught and meet regularly to discuss curriculum matters and improve their expertise; for example, all staff have received recent training in the correct use of the new gymnastics apparatus. Homework is generally well used for pupils to practise and reinforce skills.
27. Provision for pupils with special educational needs is very good. The school understands its role and responsibilities in relation to the revised Code of Practice, including its duties and the legal requirements made upon it. Pupils make very good progress, guided by helpful individual plans which focus on the pupils' specific needs. Detailed records are kept and parents are fully involved in this process. The plans are reviewed every term or more frequently if the need arises. New

targets are set if appropriate and shared with the pupil. The needs of the higher attaining pupils are not included in these arrangements; there is no policy for gifted pupils and this aspect is underdeveloped.

28. The National Literacy and Numeracy Strategies have both been fully implemented and are contributing positively to the quality of teaching and learning. Teachers use the strategy frameworks well to plan the work. In the wider context, pupils have many opportunities to use their literacy skills in other subjects; for example, in history the older pupils write about their recent visit to Hardwick Hall in a guided presentation form highlighting the various rooms.
29. All staff provide very good role models for pupils to follow and lessons proceed in a harmonious atmosphere where all pupils' efforts are appreciated and respected. The development of good relationships and consideration for others are deeply embedded in the life and work of the school. Pupils learn to respect the values and beliefs of others. This provision for social education is enhanced by the provision of a very good range of educational visits to complement the topics taught. The younger pupils visit Bestwood Park for a teddy bears' picnic; this encompasses geography, art and environmental studies. The older pupils visit Rainworth Heath in partnership with the Nottinghamshire Wildlife Trust, spend a Victorian day at Newstead Abbey and develop their knowledge of the Tudor period by visiting Hardwick Hall. Numerous opportunities are provided for visitors to enrich the curriculum by sharing their expertise with the pupils such as theatre companies and puppeteers to extend the literacy and music curriculum. A ranger from Blidworth talks about wildlife and another visitor discusses the importance of recycling rubbish; both help the pupils to understand their responsibility to protect the environment.
30. A very good range of extra curricular activities supported by teachers, volunteers and coaches further enrich the curriculum. Some activities are provided during the day, for example, recorders. High participation is evident in the many clubs; for example, in gymnastics, dance, football, netball and French. The younger pupils participate in gymnastics, the rest are provided for Key Stage 2, most of these clubs were observed at the time of the inspection. Links with the community are extended through the support of parents, grandparents and friends of the school. In July, two parents brought their babies into school to link with the science topic 'Health and Growth' at Key Stage 1. Another parent recently gave a talk about Diwali, showing Diwali sweets and painting Mendhi patterns on her hands. Parents help with hearing pupils read, educational trips and clubs. Relationships are established with the local Methodist church and other churches. A representative from 'In Christ in schools' led a thoughtful assembly during the inspection. The school has established good relationships with the secondary schools. Pupils get chances to visit before they transfer. Good links are set up with a local school for pupils with special educational needs; by visiting Heathlands some of these pupils are helped in their re-introduction into mainstream education.
31. Overall provision for pupils' spiritual, moral, social and cultural development is very good and is a strength of the school. This provision is implicit in all the school does and clearly reflected in its values. Spirituality is promoted through links with the local churches and sometimes clergy visit to take assemblies and talk to the pupils. Daily assemblies reflect the theme for the week. A variety of religions including Christianity, Hinduism, Islam, Judaism, Sikhism and Buddhism are discussed, especially their festivals. Artefacts from different religions enhance the provision. In assemblies pupils say prayers with reverence and have the opportunity to reflect on the theme. In one assembly pupils listened well to a church leader talking about 'Jesus being the Light of the World'. She introduced the Lord's Prayer by sign language; all pupils joined in. Then she told the Bible story about the curing of the 'Blind Man' using actions, effectively developing the pupils' understanding of the story. The spirituality of this school encompasses its ethos of community and care.
32. The schools provision for moral development is very good. The school teaches the principles that distinguish right from wrong. In assemblies, lessons and circle time pupils are taught the importance of rules. Friendship, sharing and good behaviour are part of the school's way of life. Pupils are polite, welcoming and friendly. The school operates a points system for the rewarding of good behaviour, politeness and achievement. There are suitable sanctions should the need

arise. Pupils are actively involved in raising money for charity, including the NSPCC and 'Operation Christmas Child'. Care for the environment is nurtured across the curriculum. In October a visitor (dressed as a magician) dramatised the importance of recycling and the effects of pollution on the world.

33. The provision for pupils' social development is very good. Pupils are very welcoming to visitors. They listen to and respect the opinions of others as was observed in most lessons. They are encouraged to work collaboratively in pairs and small groups. The range of extra curricular activities offered very effectively supports the pupils' social development.
34. The provision for pupils' cultural development is good. They are given opportunities to appreciate aspects of their own culture; for example, they visit Bestwood Park for wildwood adventures and Newstead Abbey when they dress as Victorians. Experiences such as these enhance pupils' understanding of their own culture. In lessons pupils are able to experience stories, music and art from a range of cultures. Books reflect the valuing of different communities. Pupils know about other faiths and cultures through lessons and assemblies. Year 1 /2 pupils learn about the celebration of the festival of Diwali. Year 3 /4 pupils write about why they would like to celebrate Diwali. An assembly on 'giving' incorporating the Sikh religion was well received by all pupils. Provision of carefully selected books about other faiths and cultures ensures that the environment reflects the valuing of different communities. The very good provision for spiritual, moral, social and cultural development impacts positively on all aspects of school life.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school has a good commitment to raising standards and considerable work has been done to develop good practices in monitoring attainment and progress, especially in English and mathematics. A useful policy now guides the work, which includes a clear guide to the cycle of assessments to be done, and records to be kept. Teachers have become confident and competent in assessing pupils' attainment and progress accurately and consistently.
36. Good procedures are in place for assessing attainment through the Nursery and Reception classes across the various areas of learning. Assessments are made on entry to, and at the end of, the Nursery and at the start of the children's time in Reception using assessments provided by the local education authority. These help to ensure that pupils receive any necessary extra support at an early stage. Assessment is used well in planning in the Foundation Stage to ensure that the needs of all pupils are met.
37. The school has developed simple, manageable systems for the assessment of pupils' progress in the foundation subjects such as history, geography and music. There are effective systems for science and information and communication technology. Throughout the school procedures for assessing and recording of attainment in reading, writing and mathematics are good and are used effectively to inform planning. Information is collected from pupils' achievements in standardised and optional national tests together with regular teacher assessments and these are documented in individual records, which track the pupils' progress, alert the teacher to pupils who will need additional help and provide predictions for the end of key stage results.
38. The school has recently become more focused on the collection of data and a useful analysis has been done of pupils' attainment in the Key Stage 1 national tests. Information from the analysis of results is used to help in setting targets when producing the school improvement plan and subject action plans. It has highlighted the need to improve pupils' more advanced reading skills in order to improve reading standards across the school and also the need to provide more challenging work for the higher attainers to enable more pupils to reach the higher National Curriculum levels. Teachers check the pupils' work carefully; standards of marking are at least satisfactory and in some classes they are excellent. Arrangements for reporting to parents are good overall.
39. The school provides a very happy, caring environment for its pupils. There are many good policies and procedures for the support and guidance of the pupils in order to ensure that pastoral matters are dealt with promptly. Pupils across the school, including the children in the Nursery, are

welcomed into the cheerful and secure environment where the achievements of all pupils are celebrated.

40. All the staff know their pupils well and provide a high standard of care and supervision. Parents praised this aspect of the school's provision; those parents with young children in the Nursery said that their children settled in very well under the school's induction procedures. During the inspection the Nursery teacher was observed giving excellent care; for example, despite working with a group to the far side of the room, she was very quick to notice a boy leaving the toilet area without having washed his hands and she took the appropriate action. Many parents commented that the school valued the pupils and met their individual needs very well.
41. The school has suitable first aid and child protection procedures and plans to extend training amongst the staff. However, the accident book is only used for serious incidents and, as such, the school does not maintain a comprehensive record. The school has a health and safety policy and has carried out risk assessments; inspections are undertaken regularly and recorded. The design of this new school has taken safety into account; for example the soft flooring in the climbing area and the separation of vehicular and pedestrian entrances. There is however a minor concern regarding the steps in the playground, where there have been a couple of falls. Of more serious concern, as several parents noted, is the traffic problem on the road at the end of the school day. The congestion observed included cars making dangerous reversing manoeuvres and others parked on the yellow zig-zag lines.
42. The school is developing its provision of personal, health and social education, including citizenship. The recently appointed co-ordinator has reviewed the existing provision and will be formalising a documented scheme of work. Already specific initiatives are in place, such as CASE and DARE. (safety and drugs education respectively for the Year 2 and Year 5/6 pupils). The assemblies observed during the inspection were well planned and very well delivered; for example, one was led by a representative from the organisation 'In Christ in schools' and another featured the weekly celebration of class 'pupils of the week'. Stickers, certificates, pens, but most of all frequent praise and encouragement, are utilised as rewards for effort and good behaviour. All staff, including the midday supervisors, are actively involved in promoting high standards of behaviour. Suitable sanctions are available in the school's policy should the need arise. Each class has its own weekly target, which can be related to academic work, behaviour or general attitudes.
43. The school makes appropriate use of external agencies in supporting the pupils' welfare, including the nurse who is a frequent visitor. The school has a number of policies on the spiritual, moral, social and cultural aspects of education. Attention is given to ensuring that all pupils, including those with special educational needs, receive good personal support. Although the school's community is not of a diverse nature, it promotes cultural development well in order to ensure that the pupils are prepared for their future life. A healthy lifestyle is also promoted for the pupils.
44. The high level of care for the pupils' well-being enhances their self-confidence and makes a significant contribution to the standards that are achieved. The school is successful in meeting its aims in providing good support and guidance. As it says in the School Charter, written by the children and teachers, 'Everyone at Heathlands School is important'. This is reflected in all the school's practices.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. The school has a very good partnership with its parents. In the pre-inspection questionnaire, the parents were very supportive of the school, with some high percentage figures in the 'strong agreement' category. Parents feel welcomed and their participation in the school's activities is encouraged and appreciated. Discussions with parents during the inspection indicated that they enjoy very good contacts with the teachers and that they feel comfortable in approaching the staff at the end of the school day, should they have any concerns or need any information. There are many regular voluntary helpers in and out of classes, including parents, governors and other

friends of the school. There is a fund-raising group, which supports the school, assisting in running events in order to help purchase of additional resources.

46. Some parents commented on the unsatisfactory state of the traffic congestion outside the gates. There is a need for the school to work with the parents and the police to improve the arrangements, in order to ensure the safety of the children at the end of the school day.
47. The school provides good information for parents. In addition to the prospectus, the school produces an informative booklet for parents of new starters in the Nursery. There is a regular newsletter on school affairs and the school provides information on curricular work and topics to be studied. In particular, the teacher with responsibility for mathematics has produced an excellent set of sheets, which give parents a clear insight of how the subject is taught and how they can help their children to progress. Parents are informed of their children's targets in mathematics. There is an appropriate home-school agreement and the governing body produces a comprehensive annual report for parents.
48. There are two formal parent consultation evenings per year, one in the Autumn term and one around Easter; these evenings are spread over two nights each in order to give sufficient time to all parents. Parents are also invited into school to discuss the pupils' end of year report. The vast majority, but not all parents, attend giving good support to their children. The pupils' reports are well written with good individual comments, giving some commentary on the progress in the separate subjects and on targets for the next year; however, there is less detail on the standards being reached. The school is reconsidering the format of the reports in order to include a specific section of pupils' personal development. Useful links between home and school have been developed using reading records for the Key Stage 1 pupils and 'Read-on' folders and homework diaries for the Key Stage 2 pupils. However, whilst the school has an appropriate homework policy, the practicalities could benefit from clearer details being passed on to parents. Parents are invited into the school for special events, such as the Nativity and Concert production and occasional open days and attendance is usually very good.
49. Parents support the school well, making a good contribution to the pupils' learning. This effective partnership enhances the success of the school and it has a positive impact on the quality of education the school provides.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The headteacher's enthusiasm and commitment underpin his good leadership, which ensures that the school is a welcoming place to be. The school is well managed. The headteacher works in close partnership with the deputy headteacher and together they are an effective team. They lead by their good example, focusing and steering the work of the staff and governors to improve the effectiveness of teaching and learning. The headteacher has promoted positive relationships with colleagues, governors, parents and pupils and has their full confidence. There is a shared sense of purpose in the management of the school which has created a very positive ethos for learning. There is clear direction, which is rooted in improving the quality of education. The headteacher has successfully created a sense of teamwork amongst the staff. The personal commitment of the headteacher and his staff to the needs of the pupils is very good. The roles of the teaching and support staff are clearly defined and carried out effectively.
51. The governing body has a clear committee structure to enable it to fulfil its responsibilities and all statutory requirements are met. A commendable 'rolling agenda' for each committee has been developed which has a positive impact on ensuring that all aspects are fully considered. Regular meetings of the governing body and its committees have clear agendas and are well minuted. The headteacher prepares thorough reports for presentation at governors' meetings and members of staff with specific responsibilities contribute when necessary; for example, when presenting a new school policy. Governors have a good understanding of the strengths and weaknesses of the school and carry out their statutory duties effectively.
52. The chair of governors acts as a 'critical friend', meets with the headteacher on a twice-weekly

basis and, along with other members of the governing body, takes an active role in monitoring the quality of education, partly through helping in the classrooms. The governors with specific responsibilities have a good level of involvement in school; for example, the literacy and numeracy governors have observed lessons and given feedback on their findings. The governor with responsibility for special educational needs takes a keen interest in overseeing this area. The headteacher and governors monitor standards through the National Curriculum test results at the end of Key Stage 1 and through available data for Key Stage 2 pupils. For example, together they have identified a need to develop pupils' more advanced reading skills as an area for development for the whole school in order to raise standards in reading.

53. The governors are involved in the school improvement planning process which provides a shared sense of purpose in the management of the school. The school improvement plan is used effectively to steer the work of the school and there are regular evaluations with clear descriptions of who is checking progress against clear criteria for measured improvement and these relate to raising achievement and standards across the curriculum. However, the headteacher and governors are aware that the present school improvement plan is limited as it covers only one year. This is an area for development. There is a need to extend the scope and time-scale of the plan so that the headteacher and governors are clear what the school's priorities are over a longer period of time. This will enable them to more effectively commit resources and ensure that the time and skills of the staff are used effectively. A more detailed and adventurous school improvement plan will also provide a vehicle for the headteacher to communicate his very clear vision for the school and involve all interested parties in helping him to realise that vision.
54. The procedures for monitoring and evaluating the school's work, including teaching, are sound and targets are set to raise standards of classroom practice. Classroom observations have focused appropriately on literacy and numeracy and have involved the headteacher, deputy headteacher and the local education authority's link adviser. Individual feedback is given to staff and general issues are raised at senior management meetings and at whole school level. The action taken to raise the quality of teaching and learning as a result of the monitoring has had a significant impact on the quality of pupils' writing, for example. In other subjects, the co-ordinators monitor teachers' planning and sample pupils' work to ensure consistency and continuity in learning and to inform the useful action plans for each subject.
55. The headteacher has good systems in place to enable him to evaluate the school's performance. Entry profiles, baseline assessments and statutory and non-statutory test results provide information which enables the school to make predictions about the attainment of pupils at the end of each key stage and as they move through the school. The school's analysis of its National Curriculum test results has identified areas for development in meeting the needs of the higher attaining pupils, for example. More rigour needs to be given to monitoring individual and groups of pupils to ensure that more pupils reach the higher National Curriculum levels to further raise standards. The school's commitment to improvement and its capacity to succeed are strong.
56. The current staffing of the school provides a good balance between experienced staff and those relatively new to the school. Overall the school has a good number of teaching staff to meet the needs of the National Curriculum and religious education. Teachers are well supported by classroom assistants who make a valuable contribution to pupils' learning and progress. However, the level of support provided in the class which contains both Reception and Year 1 pupils is not sufficient to fully meet the needs of all the children. There are suitably qualified staff to support those pupils with special educational needs. All staff have clear job descriptions which refer to their teaching and managerial responsibilities. The staff development policy is well linked to improving the quality of teaching and learning.
57. Very good working relationships exist between staff, with teachers of mixed age classes planning their work and jointly monitoring how well pupils are doing. The school currently has one newly qualified teacher and there is appropriate documentation and strategies to support her in her first year of teaching. The office manager, the site manager and the cleaning staff make a very good contribution to the efficient running of the school. The catering staff provide an excellent variety of good quality food at lunchtimes.

58. The school's finances are well managed. There are efficient and effective procedures to track spending. The school has accrued a large budget surplus due to several factors beyond its control. Recent and current spending on information and communication technology resources, including the bank of laptop computers and interactive whiteboards, is reducing the surplus significantly. The governors have wisely earmarked the remainder of the surplus funding for specific purposes; for example, to meet the year on year costs of having low class sizes. To enable the school to plan ahead further than one year and to determine future spending priorities in a more systematic and controlled way, there is need to review the timescales of the school improvement plan. The school is clearly committed to linking spending to educational priorities such as that on the new laptops. The new provision for information and communication technology ensures that the school is well equipped and the school hopes these will have a great impact on raising standards in information and communication technology across the school.
59. Day to day financial administration and control are effective. All school routines are well established and the school office manager provides very good support for all teachers, including the headteacher. The accommodation provided by the new building is of a very high order. The hall provides a very good facility for physical education, music, drama and assemblies. Pupils have excellent access to large hard surfaced play areas and grassed areas. There are good learning resources for virtually all subjects which are well stored, easily accessible and effectively used to support pupils' learning. The school is aware that there is a need to provide more non-fiction books for both key stages and has set aside a large sum of money to enable stocks to be significantly increased. The range of information books presently available to children is used well to support pupils' learning in a range of subjects. The conscientious site manager and cleaning staff provide a clean, healthy working environment for staff and pupils. Work on display in classrooms and in corridors contributes positively to a stimulating learning environment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The governors' action plan will set out how the areas for improvement identified during the inspection are to be addressed.

In order to further raise standards and the quality of education provided, the governing body, headteacher and staff should:

- provide more challenging work for the higher attaining pupils to enable more pupils to reach the higher National Curriculum levels by:
 - raising expectations of what the higher attaining pupils can achieve;
 - developing a policy for higher attainers;
 - further developing resources to support higher attainers;
 - reviewing the productivity of these pupils through work scrutiny; and
 - further developing target setting so that it is based on National Curriculum level descriptors.

(paragraphs 5, 6, 18, 19, 21, 27, 38, 55, 81, 83, 92, 100, 104, 106, 111, 113)

- develop pupils' more advanced reading skills in order to raise standards in reading by:
 - continuing to develop the staff's questioning skills in oral and guided reading sessions;
 - making this area a specific focus in monitoring the quality of teaching and learning; and
 - involving as much support as possible to increase opportunities to hear readers focused on promoting these skills.

(paragraphs 7, 38, 52, 85, 96)

- review the classroom support provision with a view to better providing for the needs of the Reception children and the Year 1 pupils taught together in the same class.

(paragraphs 16, 56, 63, 77)

- further develop the school improvement plan in order to present longer term strategic plans to deal with future issues and aspects of school improvement.

(paragraphs 53, 58)

In addition to the above areas, the following less critical area should be considered for inclusion in the action plan.

- significantly increasing the provision of non-fiction books.

(paragraphs 59, 87)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	114

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
Number	2	9	13	13	0	0	0
Percentage	5	25	35	35	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)	18	127
Number of full-time pupils known to be eligible for free school meals	N/A	13

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	2	16

English as an additional language

	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
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)

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

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	9	9	9
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	94 (N/A)	100 (N/A)	100 (N/A)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	7	8	8
	Girls	9	9	9
	Total	16	17	17
Percentage of pupils at NC level 2 or above	School	94 (N/A)	100 (N/A)	100 (N/A)
	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)

As a reorganised school, there have been no Year 6 pupils until the school year of the inspection.

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	0	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	3	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	2	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	1	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)	6
Number of pupils per qualified teacher	21
Average class size	25

Education support staff: YR - Y6

Total number of education support staff	4
Total aggregate hours worked per week	83

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	18
Total number of education support staff	1
Total aggregate hours worked per week	32
Number of pupils per FTE adult	9

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	6

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	2001 - 2002
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	£
Total income	249,205
Total expenditure	186,000
Expenditure per pupil	1,465
Balance brought forward from previous year	88,452
Balance carried forward to next year	*151,658

**This large surplus comes about as a consequence of reorganisation involving a new building. There are firm spending plans to significantly reduce this surplus.*

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	162
Number of questionnaires returned	74

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	23	0	0	0
My child is making good progress in school.	70	27	3	0	0
Behaviour in the school is good.	58	36	4	0	1
My child gets the right amount of work to do at home.	46	39	5	1	0
The teaching is good.	82	18	0	0	0
I am kept well informed about how my child is getting on.	76	22	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	84	14	0	0	3
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	69	31	0	0	0
The school is well led and managed.	78	20	1	0	0
The school is helping my child become mature and responsible.	69	28	3	0	0
The school provides an interesting range of activities outside lessons.	47	42	4	1	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

60. The excellent teaching in the Nursery ensures that the children make a very good start to school life. This is one of the school's main strengths. Most children begin Nursery at the beginning of the term after their third birthday, attending part-time prior to starting in the Reception class. They transfer to the Reception class at the beginning of the term in which they become five. Their new building allows for excellent links between the Nursery and the Reception/ Year 1 classes and this will make for very effective transition.
61. The Nursery is spacious, attractive and very well organised with a very good level of resources to support each of the six areas of learning. Very good use is made of classroom support staff and parent volunteers. In a session observed on the first day of the inspection, three members of staff and two volunteers supported 15 children. The quality of supervision and interaction was of a very high order.
62. A feature of the teaching in the Nursery class is the excellent partnership of the teacher and the nursery nurse, providing opportunities for children to learn well through structured activities, with high expectations, thus enabling all children to achieve well relative to their abilities. The gifted nursery nurse and the experienced teacher have exactly the same consistent and caring approach. The quality of teaching has a very positive impact, enabling the children to make very good progress over their time in the nursery. Levels of attainment vary from term to term and between morning and afternoon groups; for example, at the time of the inspection one of the two groups was higher attaining compared with the other group where the attainment of around half was judged to be below what could be expected. Overall, attainment on entry to the Nursery is slightly below what could be expected, mainly in the area of speaking and listening and in early numeracy skills.
63. Because of the very good progress, when children start in Reception, standards are broadly in line with what could be expected. The quality of education in Reception is good in spite of the less spacious accommodation and the less advantageous adult support. The teacher works extremely hard and effectively to cater for the mixture of the two groups. The Reception children have an entitlement to access to the six areas of learning leading to the expected national standards, whilst the Year 1 pupils are beginning the early stages of the National Curriculum. There is a need for the school to consider extra support in the classroom to enable the teacher to better meet the needs of the two discrete key stage groups.
64. Good use is made of the very good range of resources which support all the areas of learning and a lot of thought and co-operation goes into planning the work. The school very effectively includes the excellent outdoor environment in its planning making wide use of this valuable resource. Children throughout the Foundation Stage benefit from the hard work and sensitivity of the teachers and the support staff. All staff are warm and caring and value the children as individuals. The supportive relationships enable the children to feel happy during their introduction to the Nursery and to the main school. All the parents spoken to were very appreciative of this. Self-esteem is promoted all the time, with the words 'Well done' being heard throughout the sessions. This has a strong impact on the children's attitudes to learning. A good range of assessments are undertaken especially in literacy and numeracy, enabling the staff to closely monitor attainment and progress.

Personal, social and emotional development

65. Virtually all of the children will meet the Early Learning Goals in this area of learning by the end of the Reception year and around a fifth are likely to exceed them. Success in this area is mainly due to the very good teaching that the children receive. At the time of the inspection, just less

than a term into the start of the school year, the children had settled well, adapting to new routines.

66. The area of personal and social development is seen as a priority and children progress well in this area both in the Nursery and in the Reception year. In the Nursery, children are gaining confidence in a range of familiar and new situations; they establish effective relationships with adults including all the helpers. All children are eager to explore new learning situations and their enthusiasm is clear to see. They learn to select and use activities and resources independently; for example, when making choices from sand play, the puppet theatre, role play, the computer, painting and writing. Children in Nursery learn to share and take turns such as when using the range of large toys for outside play.
67. This good progress continues into the Reception class, where children are given good opportunities to work, play and learn together well. They share equipment without difficulty, are usually kind to one another and learn to co-operate well. The children are enthusiastic about their learning and become well engaged. They listen attentively to stories such as favourite ones like 'Don't Forget the Bacon' and 'We're going on a Bear Hunt'. The adults provide good role models and treat the children with respect and friendliness. They encourage the children to become independent so that they become confident in making choices and making decisions.

Communication, language and literacy

68. Given that a number of children arrive at the Nursery with poor speaking and listening skills, this area is given a high profile and children quickly make very good progress. As a consequence, the vast majority of children will meet most of the Early Learning Goals by the end of the Reception year, although fewer will meet the higher level targets in reading and writing. Only a few are likely to exceed the goals.
69. In Nursery children listen attentively in a large group such as when they review the weather each day. They enjoy stories such as 'Eat up Gemma' and 'Oliver's Garden'. The children show good listening skills, identifying animal sounds at the listening station. They are learning to follow instructions; for example, when playing letter recognition games and planting their cress seeds. They have a growing vocabulary which shows progress as they move through the Nursery. They take part in imaginative play in 'The Garden Centre' and the puppet theatre. They enjoy sharing and choosing books from the very good selection. Children enjoy looking at home made books such as 'Our visit to teddy's farm' and 'When the man from the garden centre visited'.
70. The teaching in large group time makes an important contribution to speaking and listening, as do the many opportunities for working with small groups. In one such time, the children were helped to consider appropriateness of materials to keep people dry. They listen to one another and are learning not to 'call out'.
71. Children in the Reception year are given good opportunities to further develop speaking and listening skills. They listen attentively in assemblies such as at the weekly celebration one. They enjoy playing together and talking together in the 'Corner Café' role play area. The children show good understanding of what is said to them in response to the teacher's questions and explanations. They copy adults' writing and start to write independently such as in work on 'My party food' and 'I will put these things in my giant sandwich'. They enjoy books and, increasingly, they are showing word recognition skills. A sound range of information and communication technology software helps the children to reinforce and practise their skills. The quality of teaching in this area in the Nursery and in Reception is very good overall and sometimes excellent.

Mathematical development

72. In this area of learning children make good and sometimes very good progress so that the vast majority will probably meet the Early Learning Goals and around a quarter will exceed them.

Children in Nursery are beginning to use mathematical language. Most show confidence in counting with understanding to nine and some can count beyond that. They join in number rhymes, counting games and begin to learn to write numbers. During the inspection, children were helped to consider how many children were present at each session. They learn to sequence events such as the times of the day and are beginning to sequence days of the week. Children enjoy games which involve matching, sorting and sequencing. A good range of mathematical experiences is given to children, including practical activities which promote discussions using the vocabulary involved in adding and subtracting.

73. In Reception, mathematical skills are consolidated and further developed. Children sing a variety of number and counting songs. Some children are able to match and recognise numbers to 20. Children are encouraged to recognise and use mathematical and positional language confidently; for example, words like 'bigger', 'smaller', 'above', 'below' and 'behind'. They can work out one more or one less than a number from one to ten and, in practical activities and discussion, they begin to use the vocabulary involved in adding and subtracting. They are given a good range of mathematical experiences and opportunities to practise these skills. Very good teaching was observed in this area of development, even though in the Reception/Year 1 class the appropriate balance of practical activity is difficult to achieve for the two different age groups within the one room, given the amount of time when there is no adult support for the teacher.

Knowledge and understanding of the world

74. In this area of learning virtually all the children will meet the goals and around a quarter will exceed them. In both the Nursery and the Reception class, the children are given a good range of experiences to help them to find out about the world, and they make good progress working towards the required competencies. In Nursery, they are given a rich range of experiences. They learn about their own area, partly through walks in the local area such as to a farm and the local garden centre. In considering other people, they enjoy meeting visitors such as members of the fire service and a visit of a baby and his mum. They enjoy baking and designing and making such things as musical instruments.
75. Many of these valuable experiences continue in the Reception year. There are journeys to places further afield such as Bestwood Park and Southwell Minster. Children experiment with magnets and mirrors. They learn about 'My body' and their five senses. They make interesting books about themselves and where they live. They create maps to depict the route conveyed in the book 'We're going on a Bear Hunt'. They enjoy using the computers independently and show appropriate levels of skill in controlling the mouse to play counting and sorting games. They begin to know about their own culture and beliefs and about those of other people partly through learning about celebrations such as a Harvest Festival and Diwali. The quality of the teaching in this area is very good overall.

Physical development

76. Children enter the Nursery with a wide range of physical abilities. In the case of many children, there is greater competency with large physical skills than there is with fine control. Although the children attain better in gross motor skills compared with fine motor skills, virtually all will attain the goals for this area of learning, with about a quarter likely to exceed them. In the Nursery children learn to write their name and have good control of scissors. They learn to hold a pencil, to control a paintbrush effectively and can join pieces of construction kits. Fine motor skills are developed through a range of activities such as cutting, sticking and modelling. Children in the Nursery have access to a very good outdoor play area which is well resourced. They use bikes and large toys gaining a lot of pleasure from playing outside whilst at the same time developing their social skills.
77. Children in the Reception year are given regular opportunities to practise skills such as cutting and manipulating mouldable materials and, as a result, most begin to control their fingers and hands well; for example, when making 'moving teddies' out of card. They handle tools, objects and

materials safely. They use the computer mouse with increasing control. Children gain valuable experience in physical education lessons in the school hall where they develop their early gymnastic skills. Some use is made of the excellent outside play area of the Nursery for the Reception children but, due to staffing constraints, the quality of supervision and teaching is less effective than it might be. Nevertheless the quality of teaching observed across all areas of physical development was very good overall.

Creative development

78. All the children are likely to achieve the goals with around a quarter exceeding them. Children enjoy the creative area of learning which is well taught and well provided for in the Nursery. They paint and experiment with a good range of resources. They can recognise the primary colours red, blue and yellow and they use crayons and felt tips to create increasingly colourful drawings. They enjoy singing and playing musical instruments, showing much enthusiasm whilst doing so.
79. This work is continued in the Reception class when children start to use their imagination in art, dance, imaginative play and role play. They sing simple songs from memory, begin to recognise repeated sounds and sound patterns and match movements to music. They enjoy playing a range of percussion instruments. They sing a good range of number rhymes, action songs and nursery rhymes. The quality of imaginative play is generally good and children enjoy playing in the role play area, making and eating food in the 'Corner Café'. The provision for the creative area of learning offers a good variety of experiences and is well taught, being an important part of the provision for the Foundation Stage.
80. The teachers, the nursery nurses and the support staff are very committed to the children. The very good relationships underpin the teaching and the learning. The children respond well to the high expectations made of them, enabling them to make good and often very good progress. To build on the quality of this provision, the school needs to consider the level of support provided in the Reception/Year 1 classroom, so that the entitlement of both groups of children can be better met.

ENGLISH

81. By the end of Year 2, the pupils' standards in reading are in line with those expected nationally of pupils at age seven and above expectations in writing. The 2002 national test results reflect this picture. By the end of Year 6, pupils are likely to reach standards that are below those expected of pupils aged eleven. As the current Year 6 is the first such group, there are no national performance data available to make comparisons. Overall evaluations are adversely affected by the significant minority of pupils in the current Year 6 who have special educational needs relating to literacy skills. The very good teaching in the upper Key Stage 2 classes and the very positive attitudes pupils show towards their work make a significant impact on the standards pupils' achieve relative to their abilities. Year groups can and do vary and it is very likely that the current Year 5 will reach significantly higher standards in the 2004 Year 6 results. The school improvement plan identifies the need for more challenging work for the higher attainers to enable more pupils to reach the higher levels. The school is beginning to tackle this, most effectively at upper Key Stage 2.
82. The pupils reach the expected standards in speaking and listening by the end of Year 2. They listen very carefully to their teachers and to other adults in the classroom. The pupils are keen to answer questions and to participate in class discussions. They are given many opportunities to develop their speaking and listening. One very good opportunity is through the use of 'response partners' where pupils discuss their ideas which encourages them to listen carefully, speak clearly and express themselves well. By the end of Year 6, pupils are very good listeners. They concentrate well in lessons and show how well they have listened by making thoughtful responses to the teacher's questions. They follow instructions carefully and listen politely to the contributions of other pupils. The continued development of the use of response partners contributes well to their speaking and listening skills. The pupils speak clearly and politely in well-

formed sentences. Their discussions in literacy lessons are often thoughtful, constructive and good humoured.

83. Throughout Key Stage 1 pupils achieve soundly in reading and by the time they are ready to transfer to Key Stage 2, they achieve standards that are in line with those expected of pupils aged seven; all the pupils are likely to reach Level 2. In 2002 the number reaching Level 3 was well below the national average. The school is aware of the need to challenge the potential Level 3s in order that more pupils are enabled to reach this higher level. The pupils read a satisfactory range of texts that includes stories, poems and information books. They enjoy choosing books and listening to rhymes, stories and traditional tales. They are effectively taught how to read unfamiliar or difficult words and the majority use effectively the technique of looking for picture clues, sounding out letters and splitting words into parts to help them. Lower attaining pupils use illustrations and letter sounds to help them with understanding new words and their reading is rather mechanical and lacks fluency. Middle and higher attaining pupils read with more fluency and use various methods in establishing the meaning of unfamiliar words but few use context clues. They understand that writers use characters and use descriptions to make a story interesting to the reader.
84. The higher attaining pupils are able to talk about and form an opinion about characters from their reading. For example, one girl explained that she did not like the pirate character in her story because 'he is nasty and will hurt you'. Through reading in the literacy hour, they gain confidence and begin to develop expression as they read. Most pupils make satisfactory use of information books in a number of subjects to help them learn more about the topics they study. Most pupils, for example, know how to use a simple index to locate specific information. The pupils regularly take books home to read and many have good access to books at home.
85. The pupils continue to make satisfactory progress in reading throughout Key Stage 2 but overall do not quite reach the level expected for pupils aged eleven. This is due to a significant number of pupils having special educational needs in literacy skills. The advanced reading skills of most pupils are relatively underdeveloped. The school is aware of this and has produced an action plan to systematically develop reading skills beyond the literal in order to raise standards in reading comprehension. This is evident in teachers' questioning during lessons and in guided reading sessions. The pupils read a good range of texts that includes novels, anthologies of poetry, play scripts, reference books such as encyclopaedias and dictionaries and information books that deal with subjects, such as history and geography. Pupils form clear preferences for certain authors and types of novel.
86. Nearly all of the pupils read regularly for pleasure at school as well as at home. Some pupils read information books at home to extend what they learn at school and develop sound research skills. Pupils are familiar with the contents and index pages to locate information. Some pupils know that a glossary explains the meanings of technical terms. The school ensures that pupils learn to use and respond to a good range of texts in literacy lessons, including stories, poems, plays, and texts that support learning in a wide range of National Curriculum subjects. The pupils are introduced to biographies and autobiographies, and know for example, the main features that distinguish biographical writing from autobiographical writing.
87. The school library contains a range of fiction and non-fiction books which are colour coded and catalogued with a classification index and well displayed. There is a need to increase the number of non-fiction books to enable the library to better support the full curriculum and the interests of the pupils.
88. By the age of seven, pupils' standards in writing are above national expectations. They write in an appropriate range of forms. Their writing includes stories, notes, lists, personal accounts, letters and instructions. They are encouraged to write independently at the writing area where they willingly write notes, lists and extended pieces of work; for example, one pupil produced a booklet on 'How to Grow Plants'. Such experiences positively impact on pupils' confidence and the progress they make in writing. They write simple poems about their experiences of the natural world such as the seasons. Lower attaining pupils are given guidance through adult support and

writing frames to enable them to write a simple sentence. Their work shows weaknesses in spelling and presentation.

89. Most pupils write independently in simple sentences that are punctuated with full stops. They know that sentences and people's names begin with a capital letter. The pupils are beginning to use connecting words to link their sentences. Higher attaining pupils use interesting words to make their writing more lively. For example, one pupil in her description of a monster appropriately uses the words 'ugly', 'scary' and 'frightening'. The middle and high attaining pupils accurately spell common, simple words and have a satisfactory knowledge of common irregular words such as 'said' and 'was'. The pupils plan their writing through drafting their ideas about the setting, characters and the middle and end to a story. This has a positive impact on the composition of their written work. The pupils' work is legible and the letters are usually formed correctly. Writing targets are set for individuals and groups of pupils. For example one pupil is set the target 'to put a capital letter at the beginning of a sentence and a full stop at the end'. Once this is achieved a further target is set. This ensures that progress is made over time.
90. The overall standards reached in writing by pupils at the end of Year 6 are likely to be below national expectations for pupils aged eleven. This is because a significant number of the pupils have special educational needs relating to literacy skills. The pupils attempt a range of forms that includes recounts of personal experiences and explanations, and writing in which they express opinions or give instructions to the reader. They are developing the ability to adapt their writing for different readers. They know how to take notes and make drafts and are able to edit their work to improve the quality of the final piece. The pupils have a sound understanding and use effectively their knowledge of basic grammar. In their writing they use adjectives to qualify nouns, for example 'gnarled fingers on an old, dirty walking stick' and adverbs to qualify verbs.
91. The pupils write simple and compound sentences and are beginning to use complex sentences with greater confidence, which add interest to their work. One higher attaining pupil wrote, 'Every night, I would go to my hard, bleak bed, where I would cry myself to sleep. Every night'. Generally, punctuation is weak as commas and question marks are missed out and paragraphs are not evident in many pupils' writing. However, the higher attaining pupils structure their sentences into paragraphs. They use commas in lists, apostrophes, question marks, speech marks and exclamation marks for emphasis. Most pupils spell regular, common words accurately. The pupils are developing the ability to present a balanced argument, for example, on fox hunting and they write in a journalistic style. The higher attaining pupils add effect to their writing through the use of dialect. One girl wrote, 'Those darn foxes, they're always after my chickens. If them hounds don't kill 'em I'll slaughter them meself'. This grabs the attention of the class as she shares her work with them. Most pupils' handwriting is joined, legible and fluent.
92. The quality of teaching is good overall. The teaching of pupils aged five to seven is at least satisfactory and usually good. The teaching of pupils aged seven to eleven is good overall with some very good teaching in the two oldest classes. This picture impacts on the rate of progress pupils make through the school with progress being most marked in the latter part of Key Stage 2. All teachers use their secure knowledge of English and the National Literacy Strategy to plan well. Good direct teaching of the correct grammatical conventions enhances the pupils' ability to structure their work in speaking and listening and writing and helps them to understand better what they read. Teachers help their pupils to understand their own learning and to take an appropriate measure of responsibility for it. For example, the teachers share with their pupils what it is they should know and be able to do by the end of the lesson. This usually encourages pupils to work hard and to reflect on how well they have learned what is expected of them at the end of the lesson. The teaching inspires all pupils but there is a need to ensure that the higher attaining pupils are suitably challenged. Although work tasks are differentiated there is not consistent expectation of what the more able pupils are likely to achieve. In the better lessons a great deal is expected of the higher attainers. In less effective lessons there are times when much more could be expected and the pupils do not work hard enough.
93. Lessons are usually well paced and the better lessons have introductions which maintain pupils' interest and involvement in learning. In the very good lessons, challenging, effective and

demanding questions are skilfully used and adapted to meet the pupils' different levels of attainment and to ensure that all pupils are enabled to participate effectively in oral sessions. Demonstrations are carefully thought out to give pupils a clear insight of how to improve. For example, in a very good Year 5/6 lesson the teacher modelled how she would write a balanced argument on the topic of fox hunting. She made pupils aware of what was going through her mind as she wrote on the white board. The pupils were eager to help her find alternative words and phrases as she edited her work. This inspired the pupils to use similar strategies in their approach to their work.

94. In all teaching there was evidence of regular assessment of pupils' learning and their progress towards targets set for improvement. Marking informs pupils of the progress they are making and this encourages pupils to do their best. Praise is given for achievements, but there is an indication how the work could be improved. For example, one teacher comments, 'I love your descriptions of the ocean air. Next time try to imagine and explore the character's feelings'. When asked about the comments the teacher had written at the end of a piece of writing, one pupil commented, 'It tells me how well I've done and how to improve'. Because relationships are very good, behaviour is very good. In most lessons there are few interruptions to the teaching and learning and the pupils therefore achieve well.
95. Teachers make very good use of support staff, using them very effectively to work with specific groups of pupils. The very good provision for pupils with special educational needs enables them to make very good progress towards the clear targets set in their individual education plans. Appropriate homework is set and helps consolidate the work pupils do in class. Pupils are given good opportunities to develop word processing skills, especially at Key Stage 2; for example, some pupils word processed their work in booklets on their visit to Cresswell Crag. Increasingly pupils are given opportunities to use the computer to access information; for example, younger pupils access a wordbank to support their writing about 'Ourselves'. Older pupils use CD Roms and the Internet to find out about Diwali and to carry out independent historical research such as that on the Tudors.
96. The subject co-ordinator is new to her role, enthusiastic, knows her subject, is very well organised and is able to offer very good support to her colleagues. She is well aware that there is a need to further raise standards in reading at Key Stage 1 and in reading and writing at the end of Key Stage 2. She has prepared a Literacy Action Plan for 2002-03, with a focus on teaching more advanced reading skills to extend pupils' reading comprehension beyond the literal. This has resulted in all teachers having the common task of developing their questioning skills in oral and guided reading sessions. This will also be a focus for monitoring the quality of teaching and learning. The school uses the outcomes of the national tests to adapt the English curriculum to address specific weaknesses, for example in writing and as a result extra time has been dedicated to extended writing in the literacy hour. As a result standards have improved in writing. There is no history of SATs results for Key Stage 2 as this is the first year the school has had Year 6 pupils. There is a good range of high quality resources and they are well used throughout the school.

MATHEMATICS

97. The staff have worked very successfully to extend the provision to take into account the needs and entitlement of the Year 5 and Year 6 pupils. The work benefits significantly from the work of the experienced and well organised mathematics co-ordinator. The policy has recently been effectively updated and there are clear guidelines on what is to be taught and how that is to be assessed. The co-ordinator has studied the results of the various tests to identify the areas where the pupils could be helped to perform better. She has analysed all the available data including Key Stage 1 test results, the optional National Curriculum tests and the commercial standardised tests in order to support the staff in planning future work, tracking individual progress and setting targets for individuals and groups of pupils.
98. There is a very useful three year monitoring plan outlining the arrangements such as those to

monitor teaching and learning, to check planning and to scrutinise and analyse the work. A helpful mathematics work analysis undertaken early in 2002 helped to identify strengths and weaknesses in the work leading to action for improvement. A main area for development which is clearly identified in the current school improvement plan is to target the higher attaining pupils to enable more of them to achieve the higher National Curriculum levels, these being Level 3 at the end of Year 2 and Level 5 at the end of Year 6. The targets set for improvement need to reflect higher expectations of the amount and level of work for higher attaining pupils.

99. As the school only came into being in September 2001 there are very few national performance data for standards at the end of Year 2 and none for the end of Year 6. Judgements in mathematics are in part based on lesson observations, including those made of the daily mathematics lessons and on evidence gained from a close examination of the pupils' work. They are also based on data and information collected from the school's records, including the assessments undertaken, the tracking of pupils' progress and the predictions of future performance, most notably at the end of Year 2 and the end of Year 6.
100. Standards at the end of Year 2 are in line with national averages. This reflects the Key Stage 1 results for the previous year when overall standards were in line with not only the national average but also with those for similar schools. In the 2002 tests, although every pupil reached Level 2, the expected level for the average seven year old, the number who reached the higher Level 3 was well below the national average. It is likely that the picture could be similar in the test results of summer 2003. All the pupils are likely to reach the appropriate Level 2 but the small proportion currently expected to reach Level 3 would be below the national average. Around a third of the pupils are in line to reach the 2a level, just below Level 3. The school is aware of and is beginning to take action to target the higher level for this group of pupils.
101. Standards at the end of Year 6 are likely to be sound and in line with the national average. There are no previous performance data with which to make comparisons. This judgement reflects the particular year group which contains a number of pupils with special educational needs, some of them numeracy related, who are unlikely to reach Level 4, the level expected for the average eleven year old. Inspection evidence shows that the current year group may not perform well even though the planning and teaching for these pupils is very effective. Attainment can and does vary from year to year and it is very likely that the school's current Year 5 pupils will perform very creditably in the tests taken the following year. In the teaching observed with the oldest pupils in school, challenging work was being set for the higher attainers to ensure that their needs were being met, enabling them to achieve well.
102. In Years 1 and 2 pupils develop a sound grasp of number. They learn to count and order numbers reliably and, with the help of a number line and a number square, begin to do simple addition and subtraction calculations. They use mental strategies to solve simple problems using counting, addition, subtraction, doubling and halving, explaining methods and reasoning orally. They learn to count, read, write and order whole numbers to at least 100. They learn to estimate, measure and compare lengths and weights using standard units. They are able to use mathematical vocabulary to describe position, direction and movement. Pupils know the properties of some two and three dimensional shapes. They collect information and, with help, construct graphs. Year 1 pupils made a graph to show eye colour of class members. By the end of Year 2 numeracy skills are developing soundly. Most pupils have a good understanding of number facts to 20. They become confident in doing mental calculations and are developing strategies for quick recall and use their knowledge of number bonds to solve simple problems. They are beginning to see the relationships between numbers. They have good recall of 2x, 5x and 10x tables and are developing an understanding of place value.
103. At Key Stage 2, pupils build on knowledge gained in Years 1 and 2. They develop strategies for quick recall of numbers and start to become skilled at seeing patterns in numbers. They can make accurate predictions and estimates and explain the reasons for their choices. In the oldest two classes, progress is accelerated by the very high quality of the teaching. Pupils compute with large numbers and most understand the relationship between fractions and decimals. In work on shape, they develop an understanding of various kinds of symmetry. They become more

independent in analysing data and use their findings to create block and line graphs, choosing appropriate scales.

104. In a lesson observed with pupils from Years 4 and 5, pupils were helped to interpret pictograms where particular symbols represent particular numbers, which led to pupils collecting their own data and presenting it in a bar chart. The golden rule of the class of 'do work hard' was being adhered to and the chairman of the governing body was giving good support. In a very good lesson with the class of the oldest pupils in school, pupils were enabled to undertake very sophisticated work in reading and plotting co-ordinates across four quadrants and recognising where a shape would be after one or two translations. Very good support was being given to the significant proportion of pupils with special educational needs and the higher attainers were enjoying the challenge of difficult work leading to a very good level of understanding.
105. By the end of Year 6, the majority of pupils are likely to be able to manipulate large numbers with ease. They are developing their own methods of solving problems and applying them in practical tasks. They use decimals, vulgar fractions and percentages in a variety of contexts, accurately and confidently. They understand negative numbers and can work out complex number patterns and use this knowledge to make predictions. The attainment of the relatively small number of higher attainers in using and applying mathematics is good; they are developing a good logical approach to solving complicated questions. They are able to talk confidently about their mathematics; they give clear explanations of their methods and reasoning, using appropriate mathematical language.
106. Teaching in the Key Stage 1 and early Key Stage 2 classes is at least satisfactory and sometimes good. In the two oldest classes it is consistently very good and the teaching impacts on the rate of progress made by the pupils. Where teaching is most effective there are very high expectations of the amount, quality and level of work produced, lessons move at a brisk pace and the discussion at the end of the session is used very effectively to move pupils on to the next stage of learning. All pupils are enabled to achieve well relative to their abilities. In some lessons the pace is too slow and although work is planned for differing abilities, there is insufficient difference in the level of work set for the pupils. It is too easy for the higher attainers who could tackle more challenging activities. Sometimes insufficient work is produced. In the lessons observed there was very good support by the classroom support assistants in helping the lower attainers, including those with special educational needs.
107. Throughout the school lessons are well planned with clear objectives which are shared with the pupils at the beginning of the lessons and, in most lessons, revisited in the final part of the session. Pupils gradually become competent mathematicians, taking pleasure in a broad range of interesting mathematical activities provided. Good use is made of mathematical games to develop quick recall and to give pupils confidence in manipulating numbers. In these sessions pupils usually join in enthusiastically and focus well on the challenges given. They work sensibly on their own and co-operate well with one another.
108. Teachers encourage pupils to find economical ways of doing simple calculations. They appropriately place emphasis on the use of the correct mathematical vocabulary. Teachers use the time available during independent working sessions effectively, to monitor progress and help individuals. Effective whole class instruction and skilful questioning help to raise the quality of pupils' thinking. Work is marked regularly and usually includes helpful comments. In the oldest two classes pupils' work is particularly neat and well presented. Opportunities are provided to use mathematical skills in other areas of the curriculum such as science and geography, such as in work on co-ordinates. Pupils use information and communication technology to support their learning; for example, in helping Year 1 pupils to practise addition and subtraction. Work in mathematics in Years 3, 4, 5 and 6 is reinforced by regular homework.
109. Parents like to be well informed and a number of parents indicated how effective this was with mathematics. The school keeps parents well informed about mathematics and holds regular meetings. For each year group the school sends home the mathematical objectives for that year with suggestions on how parents can help their children to achieve them. Additionally, parents of

children in Years 4, 5 and 6 benefit from receiving a booklet outlining the methods taught for written calculations. These practices enable parents to be kept well informed and offer positive support to their children in a spirit of partnership with the school.

110. The school has recently introduced target setting for and shared with, groups of pupils. Sometimes, although not always, these are stuck in the back of the exercise books; sometimes, but not always, they are dated. This could benefit from review to ensure consistent practice across the school. Standards are rising and there is a commitment to increase the number of pupils reaching the higher levels. The subject is very well led by the co-ordinator. The curriculum is inclusive for all pupils. Procedures for assessing pupils' work are good. The school has a good range of resources and materials.

SCIENCE

111. By the end of Year 2, standards are slightly above national expectations. This pattern of attainment is reflected in the teacher assessments of 2002. Inspection findings are that standards at the end of Year 6 are likely to be broadly in line with the national average. The current Year 6 has a significant number of pupils with special educational needs but the impact of the very good teaching of this cohort will enable the pupils to reach standards which are in line with national averages. Progress across both key stages is good overall. Pupils with special educational needs make very good progress. The science curriculum is inclusive for all pupils. The school is committed to raising standards with the target of enabling more pupils to reach the higher National Curriculum standards.
112. Pupils in Year 1 have some knowledge of life cycles; for example, they sequence pictures of the life cycle of a frog. By the end of Year 2 they are able to identify the properties of a range of materials and can describe how some materials are changed by heating. This was demonstrated in an investigation into how bread changes when it is heated. The investigational skills seen were at an appropriate level with pupils able to predict and test outcomes accurately. The concept of fair testing is emerging. One pupil said 'We had different toasters so it's not a fair test'. Pupils in this year group learn how to handle simple scientific equipment carefully and safely and take part in discussions about scientific topics. This was evident from their written work. They have investigated how some materials can be altered by squashing, bending and twisting. There is evidence of good cross-curricular links with mathematics and information and communication technology when Year 2 surveyed favourite foods, fruit and vegetables and recorded their findings using bar charts.
113. By the end of Year 6, pupils have knowledge of the need for a healthy lifestyle, the effects of exercise, the effects of misuse of drugs and the life cycle of plants and animals including humans. Year 3/4 pupils know the difference between a thermal conductor and a thermal insulator. They give good examples in their written work. They write, 'Metal spoons get hot in hot water and are conductors and your sweater keeps body heat in and is an insulator'. Year 3/4 pupils understand through their study of electricity, that a complete circuit is needed for a device to work. Opportunities to extend the higher attaining pupils' learning are not taken consistently. From the scrutiny of pupils' work it is evident that much written work is too teacher directed; even predictions and results are identical. A significant leap in progress in the two oldest classes is seen in the very good work produced. The pupils record much independent writing about dissolving and electricity. At the end of a Year 5/6 lesson about electricity most pupils had gained much confidence and expertise in their ability to draw simple circuits using conventional symbols. Pupils are very familiar with what constitutes fair testing; for example, pupils recognise the need for fair testing when planning how to obtain clear water from dirty water.
114. Teaching is good overall and very good at the end of Key Stage 2. Teachers have a secure knowledge and understanding of the subject. Lessons are well planned and prepared with good clear learning objectives; they are well structured with practical work, often in groups. Most teachers build upon pupils' prior learning to ensure that progress is continuous. The very good teaching demonstrates that teachers have high expectations and succeed in challenging the

pupils. All teachers have very good relationships with their pupils. Teachers choose interesting and enjoyable practical activities which promote pupils' enjoyment in science. Pupils are encouraged to use scientific vocabulary using the teacher's language as guidance. Year 3 /4 pupils talk about 'circuits' and 'cells' in their study of thermal conductors. Year 5/ 6 pupils use 'components' with understanding. Sessions at the end of all the lessons are used well to compare the findings of experiments and reinforce what has been learnt.

115. Pupils respond well to their work and co-operate well in practical work, sharing tasks fairly and handling equipment sensibly. All pupils behave well, stay on task, work independently and show enjoyment. Some pupils know how to research for extra information but this skill is generally under developed. Pupils with special educational needs are given appropriate work and are supported very well, both by their class teacher and by well-directed support staff.
116. The teaching is well supported by a scheme of work based on nationally published materials that have been well adapted to suit the needs of the school. With great foresight the co-ordinator has introduced another scheme to support the national scheme in preparation for July 2003 when around half of all science work will be directed at experimental and investigative skills. The co-ordinator checks that all teachers follow science guidelines by scrutinising the planning. Good assessment procedures which record individual pupils' ongoing attainment are in place. This informs future planning. Monitoring of classroom observation is not in place and this is an area for development by the school. Resources are of good quality, easily accessible and effectively organised.
117. Educational visits enhance the science curriculum. The Key Stage 1 pupils extend their learning, especially about the environment, by visiting Bestwood Park; a drama environmental group leads the day. Their knowledge of lifecycles is complemented by visits to a farm and to Wonderland Butterfly Park. The Key Stage 2 pupils study rocks and fossils at Snibstone Science Centre and go pond dipping at Bestwood Park. All these visits make a valuable contribution to the pupils' experiences.

ART AND DESIGN

118. Standards in art and design are at levels expected nationally for pupils aged seven and eleven. Standards are good in drawing. Just one art lesson was observed in the course of the inspection. Evidence from planning and from the work already completed indicates that pupils are given opportunities for the systematic development of appropriate skills, knowledge and understanding. The scrutiny of pupils' work indicates that pupils with special educational needs make good progress and achieve well because the learning opportunities are a challenge and interest them.
119. Observational drawing skills are a strong feature of the pupils' work seen throughout the school. The folder of observational drawings of a variety of fruit shows the very good progression in this aspect of art. Pupils are effectively taught to observe closely the detail they see in objects presented to them. Year 1 pupils practise their drawing skills and learn how to carefully represent their subject in pencil. Their work shows good proportion and detail. In Year 2, the pupils investigate light and tone by observing the fruit and use different grades of pencils to interpret what they see. Their work shows increasing control and good development of pencil shading techniques. In Years 3 and 4, pupils use pencil and pastels in their work which shows a good use of 'smudging' to recreate the texture of the fruit. Year 5 pupils are able to show how colours change depending on where the light falls on the fruit and whether a particular fruit is placed at the front or the back of the group. In Year 6 the pupils use viewfinders to observe detail of cut fruit more closely and their work shows good use of line and tone.
120. Only one lesson, at Key Stage 2, was seen during the inspection and the quality of teaching was satisfactory. The evidence in sketchbooks and in the school portfolios of completed work reflects good teaching. In their planning teachers make sure that they cover a broad programme of activities that introduces pupils to a range of art forms. They plan activities to include opportunities for pupils to learn about the work of local artists, famous artists and artists from other cultures. For example, Val Graham, a local water colour artist worked with groups of children, as

did an African artist.

121. The teachers make sure that the work is relevant to the pupils' needs and interests. They plan work that calls on the pupils to reflect on their own responses to what they see and that gives them opportunities to express themselves in different ways using a variety of media such as paint, print, collage and clay. This helps the pupils to achieve a good understanding of how art and life are inter-related. They encourage pupils to explore new techniques and to refine their skills in drawing, painting and making. As a result, the pupils learn quickly and develop a good level of independence in expressing themselves through images. They also help pupils to develop good attitudes to learning. In the lesson observed, pupils took good care of the materials and equipment they used as they tidied away efficiently. In the same lesson, pupils evaluated one another's work and respected the opinions of others in their class. This helps them to improve their own work and gain a deeper understanding of art.
122. Art and design makes a very good contribution to the pupils' spiritual, moral, social, cultural and personal development as they learn how, for example, artists used their art to communicate the beauty of the world around them. It also contributes to language development, as pupils are encouraged to discuss their own work and that of others. There is a contribution to mathematics skills through a study of pattern and shape. There is also development of information and communication technology skills through software programs such as 'Colour Magic' and 'Fresco'.
123. This subject is very well led. The very enthusiastic and well-qualified co-ordinator provides very effective guidance for teachers about what to teach and how to assess pupils' work. The well planned curriculum, based on national guidance, ensures that pupils' learning is continuous as they move through the school and there is clear evidence of this in the school portfolios. These show the good range of worthwhile experiences offered to pupils during their time in the school. Although they are not annotated to show the levels at which the pupils are working, the co-ordinator has provided teachers with very effective guidance about the standards which pupils can achieve.

DESIGN AND TECHNOLOGY

124. Standards at the end of Year 2 and Year 6 are broadly in line with those expected nationally. In a Year 1/2 lesson, pupils learnt to sew, practising their sewing skills on open weave fabric using running stitch, back stitch and cross stitch to make an attractive bookmark. Overall, very few design and technology skills were used in this lesson but the sewing will influence the designing of a puppet to be started in the future. Judgements across Key Stage 1 are based on the photographic displays, displays of finished work around the school and teachers' plans as well as on talking with pupils to judge the extent of their knowledge and understanding of the design processes and the quality of the products they make. Planning for the subject is effective with clear objectives, including the teaching of designing, making and evaluating. Pupils, including those with special educational needs, make satisfactory progress as they move through the school with good progress towards the end of Key Stage 2.
125. Pupils are pleased to talk about the products they have made, answering questions about the processes they were involved with and how they carried out the tasks to produce the work on display. Pupils in Year 1 use their design and technology skills when designing a football pitch and a play area as part of a geography lesson. They understand the importance of stability in designing climbing apparatus for young children and erecting the goalposts on the football pitch. They assemble, join and combine components in a variety of ways. Year 2 pupils explain the design and making processes for making the winding mechanisms for creating different nursery rhyme characters, such as Little Miss Muffet, Incey Wincey Spider and Hickory Dickory Dock. Products are carefully made showing developing skills in cutting, measuring, joining and finishing articles.
126. Year 3 pupils design and make a sandwich for a journey. Evidence from the written work of their evaluation shows how the sandwiches could have been improved. Year 4 and 5 pupils recognise

products that contain levers and linkage type mechanisms and describe what moves and how they work. This class were designing pop up books for younger children. One pupil said she was making pop up books 'to improve my designing and making skills'. Year 5 and 6 pupils design slippers ensuring they are attractive and functional using suitable materials; this is linked with history, as the slippers are of a Tudor style complementing the history topic being studied by these pupils.

127. The quality of the teaching is good overall with some very good teaching at Key Stage 2. An appropriate scheme of work has been introduced based on national guidance. It is used to plan sequences of lessons in which pupils develop their design and construction skills. In a Year 4/5 lesson, pupils listened to the teacher's clear explanation of the task. Very good use was made of pupils' previous knowledge. A magic moment in the teaching was when the teacher opened 'The Hobbit' pop up book; all the pupils gave an involuntary gasp of amazement as the dragons and goblins popped up unexpectedly. There was very good input from all pupils giving their ideas about moving pictures using levers and pop-ups using linkage.
128. Year 6 pupils say they enjoy design and technology and clearly understand the processes involved. The project display in which pupils designed and made Tudor slippers shows they have the ability to see a project through from design and making to evaluation. Pupils work well together, sharing and evaluating their ideas and altering plans where necessary. The staff promote the importance of teamwork. Lessons provide good opportunities for pupils to take the initiative and work together.
129. The design and technology curriculum provides each pupil with opportunities to design and make a range of items. All pupils, including those with special educational needs, are involved in their learning. In July the co-ordinator monitored pieces of work from each year group and evaluated the design and making techniques. The policy was updated in September 2001. The co-ordinator monitors the teachers' plans and checks the work. Assessment procedures are recorded at the end of each unit of work. Resources are satisfactory, well labelled and easily accessible.

GEOGRAPHY

130. During the inspection just one lesson, at Key Stage 1, was seen in geography. However, scrutiny of pupils' completed work, together with discussions with the co-ordinator and pupils, and the study of teachers' plans shows that standards are similar to those expected nationally for pupils at the end of Year 2 and Year 6.
131. By the end of Year 2, pupils successfully identify physical features of places such as roads and houses in Rainworth. Year 1 pupils have successfully drawn simple graphs to depict means of transport from home to school. Evidence of oral teaching of home address and fieldwork around the school grounds is in place. Year 1 pupils are good at expressing ways of improving the features and outside facilities of their new school. They design and make a football pitch, design a swimming pool, a den, a slide and a tent for the Reception play area and produce imaginative play designs for the playground, for example, with a hopscotch grid. Speaking and listening activities are encouraged during this activity; pupils are learning to share and listen to others' suggestions.
132. By Year 6, pupils have a sound knowledge and understanding of place studies and can compare what they find attractive in one place to other less attractive features. Year 4/ 5 pupils locate England on maps of the United Kingdom, Europe and the World. Ordnance survey maps of Rainworth, an aerial photo of the school and newspaper cuttings about the old and new Heathlands School are displayed. No pupils' work is included in this display and overall written work in geography is underdeveloped across both key stages except for at Year 6. Work on visits to Hardwick Hall by Year 6 are attractively presented in folders which include photographs of the journey and outside the Hall. Shared written work giving accounts of the various rooms in guidebook form indicate good standards. This is evidently pupils' unaided writing, neatly and well presented to the readers. There are very good cross-curricular links with literacy in the work of this age group.
133. In the one lesson observed about features of the locality with Year 1 pupils, the quality of teaching and learning was good. All appropriate aspects of work are covered in the scheme and a wide range of fieldwork is provided to help the pupils, including those with special educational needs, to be given access to the appropriate knowledge and skills. The work is well planned with clear learning objectives. Most pupils take care with their work and make every effort to complete the task set; for example, they draw maps and plans neatly. Too few opportunities, however, are provided for pupils to write about their work in geography.
134. The co-ordinator routinely monitors teachers' planning and pupils' work. The programme of work makes use of topics which are adapted to a two year rolling programme so that pupils do not repeat the same work. Assessment procedures are efficient and manageable. The co-ordinator recognises the need to review resources; more globes are needed and there is a limited number of up to date atlases. The co-ordinator is enthusiastic about the subject and leading it well.
135. Educational visits enhance the subject. Key Stage 1 pupils use Bestwood Park to extend their geographical skills. Key Stage 2 pupils visit Cresswell Crags, a local beauty spot, the old school site and local moorland for their field studies. Geography makes a good contribution to pupils' moral and cultural development; for example, when pupils consider environmental issues such as local improvements, recycling rubbish and the worldwide pollution of the Earth.

HISTORY

136. Although it was only possible to observe one history lesson in the course of the inspection, there is evidence from the work already completed and from discussions with staff and pupils that, as pupils go through the school, they make sound progress overall. Levels of achievement are in line with national expectations at the end of Year 2 and Year 6. There is a programme of work, using national guidelines, which clearly reflects the National Curriculum Programmes of Study and promotes the teaching of skills, knowledge and understanding in a systematic way.

137. Pupils throughout the school enjoy history, with many indications from work on, for example, the Romans and the Tudors, that they are making appropriate gains in knowledge of the periods being studied. Many of the historical topics the pupils study are linked to a timeline for the period and the pupils show a developing sense of chronology. Younger pupils consider what seaside holidays were like in the past. Using a computer, they study pictures and answer questions to find out about what life was like in Victorian times at the seaside.
138. Older pupils begin to develop a good understanding of key people and influences that have shaped history. The pupils in Year 5/6 for instance, learn about the Tudor period and are able to consider the differences between the life of the rich and poor. Pupils throughout the school are introduced to a range of historical sources and are encouraged to ask questions about the evidence they provide. Pupils in Year 3/4, for example, are made familiar with the detective work that goes into the study of history. They enjoy the opportunity to visit Cresswell Crags which provides a good insight as to how historians sort and select evidence they find to establish facts about the Ice Age. The pupils' good attitudes to the subject and their very good behaviour, mean that they take good care of the books and artefacts and use them well in their work. Pupils with special educational needs are very well supported throughout the school and make good progress. The work produced by the pupils as a result of their studies is well displayed, celebrating good work and helping to create an interesting and stimulating environment.
139. The subject makes a good contribution to the development of literacy through, for example, opportunities for extended writing. Pupils in Year 3/4 write an account of their visit to Cresswell Crags. Older pupils are able to engage in independent study and research activities of the kind that will extend their learning. They enjoy gathering information from the books available or through their access to CD-Roms and the Internet on computers and the finished work they produce is of good quality. Pupils throughout the school are encouraged to develop an awareness of the appropriate vocabulary for historical study. The subject makes a good contribution to pupils' spiritual and cultural development as they reflect on what happened in the past, how historical events affected peoples' lives and how they continue to influence the present. Pupils in Year 3/4 develop a sound understanding of English heritage through their study of life in Victorian times.
140. The quality of teaching in the one lesson observed was good. Planning for the subject is good and the planned pupils' learning experiences are sound. The pupils respond well gaining considerable pleasure in the work they do and enjoying the things they learn about the past. This was seen in the lesson observed with Year 2 pupils. The teacher's subject knowledge was good and the pupils' learning was much influenced by her questioning skills. Pupils were encouraged to discuss their ideas and there was good management of pupils to establish a good working atmosphere in the classroom and hall. In a very well led drama session in the hall the pupils enacted the Great Fire of London. They used costumes and acted out the different events that led up to the fire. One boy dressed as King Charles and another pupil wore the outfit of a baker and all pupils acted out the actions of the rats and fire. Good use was made of a digital camera to record images of the various parts of the drama. The images were later downloaded on to a computer to provide a stimulus for pupils to write about the Great Fire of London in a subsequent lesson. Such lessons make history 'come alive' and reinforce the pupils' knowledge and understanding of past events in a most enjoyable way. At the end of each unit of study opportunities are used for the assessment of pupils' learning.
141. The co-ordinator is well informed and enthusiastic and has clear ideas about the subject's development. She checks teachers' planning, samples pupils' work to ascertain coverage and standards and provides good informal support to her colleagues when necessary. History is appropriately resourced in the provision of books, videos and artefacts for topics that are studied and these resources are augmented well by means of loan services and use of the Internet.

INFORMATION AND COMMUNICATION TECHNOLOGY

142. At the time of the inspection the school had recently moved into its new building and to the credit of the headteacher and staff, set up its brand new laptop provision so that it was fully operational.

This equipment is very much 'state of the art' working on an infra red system linked to a main server which does not require any wires in the classroom. The 20 laptops are housed in a special trolley, which means they can easily be moved to any room in the school. This is a vast improvement on the previous provision of about two computers per classroom.

143. Teachers now have the flexibility to teach a whole class at the same time or make specific provision for smaller groups. An effective scheme of work is in place based on national guidelines which enables teachers across the school to plan teaching and learning with clear progression of skills and understanding which will enable pupils to sustain better progress in information and communication technology. The introduction of the new facilities allows all pupils enough access to computers to enable them to reach the standards they are capable of achieving. Standards are currently improving at a very rapid pace. It is the judgement of the inspection team that, if this continues, standards at the end of Year 2 and Year 6 will be in line with national expectations.
144. Year 2 pupils were observed making good progress using the laptop computers in their own classroom. Using the software program 'Fresco' they open the program independently and select icons to draw broad and narrow lines. They successfully select colour from a colour palette and use the flood fill tool to create highlights of colour between the lines they have drawn. They quickly learn the appropriate skills of moving the cursor through the touch pad (mouse). Pupils learn how to give their 'picture' a title and save to their personal file. All pupils are able to log off at the end of the session. However, they are not sufficiently confident or fast enough to log on at the start of the lesson. The pupils make good use of the 'old' computers to carry out independent research in preparation for using the Internet. Their teacher very cleverly prepared a disk which, when loaded on the computer, appeared as an Internet site giving information about holidays. This reinforces pupils' keyboard skills and simple routines and procedures that enable them to log on, load and save their own files.
145. At Key Stage 2, pupils benefit from good teaching and there is effective learning taking place. At present, the pupils tend to rely on adult support, which reflects the school's patchy provision in the past and the need to provide more regular opportunities for pupils to use computers. Year 3 and 4 pupils were observed in a good lesson which developed their skills, knowledge and understanding of word processing and graphics using the laptop computers. They could efficiently log on using their own password and successfully selected the correct program. Using the theme of an 'Invitation' as a purpose to their work, the pupils changed font type and size, added colour from a colour palette and added graphics by importing images from a picture bank. As the pupils were given time to practise these new skills, their confidence grew and the progress they made in the lesson was rapid. All pupils experienced success. They produced a variety of types of invitation with the higher attaining pupils showing an appropriate combination of text and graphics giving a very pleasing effect.
146. Older pupils in the Year 5/6 class learn how to develop a multimedia presentation. This was seen in a good lesson where pupils used the Power Point program on the laptop computers. They used text, graphics, sound and animation to create a presentation on the theme of 'autumn'. The pupils with special educational needs sometimes struggled, trying to remember the sequence of commands required to develop appropriate effects but soon grasped the necessary sequence with guided support and then made good progress. With time to practise their developing skills, the pupils imported graphics which they programmed to create different effects; for example, to spin, break up and move off and on to the page. Some of the pupils added sound effects to accompany these visual effects giving them a great sense of achievement. The higher attaining pupils quickly created appropriate visual and sound effects which reflected the autumn theme. Discussion with the older pupils shows that they have a sound understanding of information and communication technology and its application to a range of word processing and graphics tasks but are less secure with the language of turtle graphics and control technology.
147. The teaching of the subject across the school is at least satisfactory and usually good. The work undertaken builds carefully on what pupils have learnt in previous lessons. This makes the learning effective. Pupils support one another by offering advice and demonstrating their successes. They are patient when waiting for assistance from an adult and their behaviour is very

- good. The teachers are establishing good working routines; for example, in the way pupils regularly save their work and shut down the systems so that they are ready for the next session. Teachers make good use of the digital camera to enhance work in other areas of the curriculum; for example, in English and in history.
148. The provision of laptop computers greatly enhances the scope for incorporating information and communication technology into other lessons. The school is successfully addressing this as teachers use a laptop booking system to arrange times to use information and communication technology skills in other subjects. There is clear evidence across the school to show that the use of information and communication technology is being used in a range of subjects; for example, younger pupils program a robotic vehicle in mathematics. All pupils experience word processing to enhance their work in English, they draw and colour using art programs and older pupils use CD Roms and Internet sites to carry out independent research in history. The school has firm plans to continue to develop the use of information and communication technology to support all curriculum areas.
149. The co-ordinator is knowledgeable and well organised. Resources are very good and well matched to the capabilities of the pupils as well as to the demands of the information and communication technology curriculum. In recent weeks, much of the time of the subject co-ordinator and headteacher has been given to overseeing the introduction of the laptop computers. The co-ordinator has recently developed a systematic way of assessing pupils' progress and achievement in the subject although this is not yet impacting on teaching and learning. She has created a school website to give relevant information about the school and for pupils to publish aspects of their work and life in school. Plans are in place to raise further the expertise of staff through training programmes and this can help to ensure that spending on new resources is efficient and improves standards. There are firm plans for further improvements in resources; for example, through the purchase of interactive whiteboards. The subject is very well placed for further development and for pupils to make more rapid progress.

MUSIC

150. The planning for music indicates that the appropriate strands of learning are covered, guided by the recently developed scheme of work. During the inspection the lessons seen were mainly concerned with singing, percussion playing and composition. During the lessons and in assembly pupils sang tunefully and enthusiastically. Standards in music are in line with national expectations at the end of Year 2 and Year 6. Judgements are made on the evidence seen in teachers' planning, discussion with members of staff and from the observations of a small number of lessons.
151. In Years 1 and 2 pupils very much enjoy singing. They confidently sing a wide range of songs from memory, deriving pleasure from making music in a large group. They learn to adapt their voices to singing different songs such as 'The bear went over the mountain', 'Zacchaeus was a very little man' and 'Twinkle, twinkle little star'. They enjoy performing actions to songs when they join in 'Sing a rainbow' and 'The sun has got his hat on'. The pupils respond well to signals from the teacher to sing loudly and softly, quickly and slowly.
152. Pupils learn that sounds can be combined to represent ideas, such as to depict a thunderstorm. Working in small groups they use a good variety of instruments to depict particular types of weather. By the end of Year 2, pupils develop good listening and recall skills and some pupils show good musical ability. They make simple appraisals of one another's work.
153. At Key Stage 2, pupils build on previous experiences and further develop skills of composing. In an 'animal magic' composition they create pictorial representation of 'our instruments', 'our symbols' and 'our tune'. Making very good use of information and communication technology, pupils develop their own compositions on laptop computers using very effective software. They are enabled to use icons to arrange musical phrases, developing an awareness of simple phrases. Higher attaining pupils are able to select sounds to be used (such as voices, strings and brass) together with tempo and style of music.

154. In singing pupils are able to improve pitch, control, breathing and diction and to identify and recall rhythmic pattern. This was seen when pupils were working on the improvement of their performance of 'Hansel and Gretel' in preparation for the forthcoming Christmas production. By Year 6, pupils are able to make improvements to their work and recognise and explore ways in which sounds can be made and altered.
155. The quality of teaching observed was at least satisfactory and sometimes good. There is a good emphasis on encouraging pupils to improve their work; for example, their diction. In the lessons seen there was good management of pupils underpinned by the very good relationships. The good quality of the accompaniment provided by the part-time piano player has a very positive impact on the teaching and learning. Pupils enjoy all aspects of music and participate with enthusiasm. They contribute sensitively and creatively to discussions and show respect for the views of others. During the singing practice for the older pupils, they sang enthusiastically, recalling words of the songs well. Pupils of all ages enjoy singing and recall the words and music of hymns and songs in the daily acts of collective worship.
156. Teachers follow the school's clear and recently developed scheme of work which is based on the nationally prescribed music scheme. This allows pupils to experience the full music curriculum and to build systematically on their learning. The school is meeting the requirements of the National Curriculum even though there is no teacher with specialist knowledge. There are three extra-curricular recorder groups for Key Stage 2 pupils. All pupils are involved in singing and performing in the two annual Christmas performances of a carol service and a pantomime, such as the previous year's 'Cinderella'.
157. The co-ordinator leads the subject well. There is an appropriate and manageable system of simple assessments undertaken at the end of Years 2, 4 and 6. Resources are satisfactory although there is a need for more tuned percussion instruments.

PHYSICAL EDUCATION

158. As only one gymnastics lesson was observed, there is insufficient evidence to make firm judgements on standards. Plans show that all the requirements of the National Curriculum programmes of study are met across both key stages. Pupils value the opportunities afforded by the new building with its very good hall and equipment.
159. Evidence from planning indicates that pupils are given opportunities for developing appropriate levels of co-ordination, expression and control in gymnastics. They are enabled to link their movements appropriately and improve their performance by evaluating, refining and practising. The Year 4/5 pupils observed were particularly skilful at introducing balance and dynamics into their work. The pupils confidently developed quality in their movements and they completed a sequence of movements with an appropriate landing or pencil shape movement. This group worked well with partners. They discussed changing the dynamics of the six movements practised previously. The teacher then used pupils' achievements as examples and introduced some detailed coaching points to develop movements further. This approach helped all pupils to have some success as well as developing the more imaginative use of their bodies. Pupils understand the short-term effect of exercise on their bodies and the need to warm up for and to recover from exercise. Swimming lessons are provided across both key stages on a rota basis. Most pupils swim at least 25 metres by the end of Year 6 and many achieve further awards. The school participates annually in the Mansfield Schools Swimming Gala.
160. The quality of teaching in the one lesson seen was good with effective planning, clear instruction and enthusiasm, allowing all pupils including those with special educational needs, to make good gains in their skills. There were high expectations of the pupils' performance. Pupils responded well to the balance of instruction and practice and were given the opportunity to comment on their own progress and the performance of others. The pupils observed showed good, and often very good, attitudes behaving well and working independently or with a partner or group.

161. The school provides a very good range of extra curricular sporting activities which are well supported by the pupils; these include football, netball, gymnastics and dance. Year 4 pupils won a local football tournament during the previous season. A qualified coach leads the gymnastics club. Pupils are taught how to prepare for their movements, with correct stretching and curling and good footwork. The coach demonstrates correct movement control. All pupils work well, improve their performance and evidently enjoy this session. The dance club is very well supported with 18 girls and five boys; overall this is a very good social and physical activity encouraging pupils to work well together, listen to others and create dance movements which go with the music. The highly successful football club meets weekly for boys and girls and is led by the co-ordinator and friendly matches are played with other primary schools in the area.
162. The subject co-ordinator is very enthusiastic and leads the subject well. The local education authority's scheme of work, together with national guidance for physical education, has been adapted to the school's needs. The structured scheme provides support for less confident teachers. The policy was updated this year. Assessment is informal. All members of staff have received training in dance, gymnastics and correct use of the new gymnastics apparatus. The accommodation in this new school is very good with a good hall for gymnastics, dance and indoor games. Outside activities are effectively catered for in the playground and large playing field, which is an asset to the school. The school is well resourced with an excellent walk in storage room adjoining the hall.

RELIGIOUS EDUCATION

163. Pupils' attainment at the end of both key stages meets the requirements of the locally agreed syllabus. During the inspection just two lessons were observed, both at Key Stage 2. Evidence considered included a scrutiny of work on display, pupils' work, teachers' planning and observations of acts of collective worship.
164. Throughout the school pupils gain an understanding of festivals and celebrations in Christianity and other major faiths. They learn about Jesus' friends; subsequent to this they write about their own special friends. Pupils develop a sound understanding of religious concepts through stories from the Bible, such as the parable of the Prodigal Son. They learn about significant events in the Christian calendar by listening and responding to the stories of Christmas and Easter. They gain insights into harvest time and write their own prayers. Through an introduction to a good range of stories they begin to learn of the faiths of other cultures. By the end of Year 2, pupils are able to retell some religious stories and can identify some religious teachings.
165. Across both key stages, pupils are enabled to gradually increase their knowledge not only of Christianity but also of the other major faiths of Islam, Buddhism, Hinduism and Judaism. At Key Stage 2, pupils study the Bible further, understanding its importance to Christians and what makes it so special. They learn about the miracles of Jesus. They are helped to consider baptism and Holy Communion. They become aware of the differences between the books of the Old Testament and the New Testament. Pupils are helped to learn that all religions offer guidance on how to live life, so that elements of religion can be applied to their own lives. Older pupils consider and write different sorts of prayers. By the end of Year 6, pupils have become aware of the key beliefs and teachings of the religions studied.
166. All pupils, including those with special educational needs, develop their knowledge of Christianity and other faiths in a systematic way. In assemblies, pupils listen attentively and are happy to respond to the questions asked. These well planned acts of collective worship contribute effectively to the subject. Pupils sing tunefully and enthusiastically. Opportunities for reflection and prayer are encouraged on these occasions, such as during the very good assembly observed during the inspection on Jesus as the light of the world, led by a representative of the local 'In Christ in schools' group.
167. The quality of the teaching observed was satisfactory in one lesson and very good in the other.

Very good relationships were clear between the staff and children. Teachers make good use of their own and pupils' experiences to teach about faith and qualities such as caring, tolerance and responsibility towards others. Pupils are usually well managed; most are involved, attentive and willing to join in discussions. Pupils enjoy listening to stories and finding out about world faiths. They benefit from regular visits to the church such as those at Christmas and harvest time. Pupils learn about aspects of worship through annual 'Time Travelling' days at Southwell Minster.

168. The well organised, relatively new co-ordinator is leading the subject with great commitment. The policy has recently been reviewed and there is an action plan for the subject which indicates plans to review the scheme of work. There is a very detailed timetable for acts of collective worship which the staff find very useful. Simple manageable assessments are undertaken. The subject is adequately resourced and good use is made of religious artefacts from other faiths. The work in religious education and the collective acts of worship both serve to clarify and affirm the values of the school; it has a very positive impact on the pupils' spiritual, moral, social and cultural, development.