

# INSPECTION REPORT

**BULWELL ST MARY'S C OF E VOLUNTARY  
CONTROLLED PRIMARY SCHOOL**

Bulwell, Nottingham

LEA area: Nottingham

Unique reference number: 122740

Headteacher: Mr P Ball

Lead inspector: Mr Geoff Cooper

Dates of inspection: 24 – 27 November 2003

Inspection number: 260489

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Primary with Nursery  
School category: Voluntary controlled  
Age range of pupils: 3 to 11 years  
Gender of pupils: Mixed  
Number on roll: 291

School address: Ragdale Road  
Bulwell  
Nottingham  
Postcode: NG6 8GQ

Telephone number: 0115 915 1506  
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Appropriate authority: The governing body  
Name of chair of governors: Mr Gilbert Gimson

Date of previous inspection: 27 September 1999

## CHARACTERISTICS OF THE SCHOOL

With 291 pupils on roll, Bulwell St. Mary's is quite large for primary schools nationally. It has a Church of England foundation although the local education authority controls its admissions. It is part of the local Education Action Zone (EAZ) and has benefited from EAZ support and funding. The school plays a significant part in the Nottingham City primary school centred initial training of teachers (SCITT) and also participates in the leadership development strategy in primary schools. The school achieved the 'Investors in People' status in 2000, a Schools' Achievement Award in 2001 and most recently met the 'Healthy Schools' standard in 2003. Strong links are maintained with the Nottingham Playhouse and with local industry such as Rolls Royce and Powergen. The school is set in a very challenging context with low employment and very low take up of further and higher education. The take up of free school meals is above average. Most pupils come from a White British background. Those who do not come from this context have a wide range of ethnic minority background. All pupils are British born and English is the language of the home for all pupils. When children first join the school, their range of skills, knowledge and understanding is well below that expected of other children of their age. Significant delay in the development of communication and language skills is among their barriers to learning. Fewer than usual pupils are identified as having learning difficulties and there are no pupils with a Statement of Special Educational Needs.

## INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team |                  |                | Subject responsibilities  |
|--------------------------------|------------------|----------------|---|
| 23647                          | Mr GW Cooper     | Lead inspector | English as an additional language<br>Special educational needs<br>English<br>Physical education |
| 11104                          | Mr M Fleming     | Lay inspector  |   |
| 32253                          | Mrs K Wood       | Team inspector | Science<br>Art and design<br>Design and technology  |
| 32620                          | Mr O Davis       | Team inspector | Mathematics<br>Information and communication technology<br>Music                                |
| 11419                          | Mrs PJ Underwood | Team inspector | Foundation Stage<br>Geography<br>History<br>Religious education                                 |

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Despite some considerable strengths, the school is insufficiently effective and provides unsatisfactory value for money.** The trend in National Curriculum test results for eleven-year-olds has fallen below the national trend of results. Recently, test results for seven-year-olds have risen above the national trend. While children in the Foundation Stage achieve well, achievement in the school, overall, is only satisfactory. Teaching is good in individual lessons but the cumulative impact of learning is just satisfactory. Leadership has not focused successfully on rigorous self-evaluation to establish priorities for improvement. Statutory requirements are not met. The school has serious weaknesses in its curriculum, standards and in leadership and management.

The school's main strengths and weaknesses are:

- The school makes good provision for the personal development of its pupils; they are well-behaved and have positive attitudes to their work.
- Children in the Foundation Stage get off to a good start and the school's pattern of National Curriculum test results over time for seven-year-olds is above the national trend.
- Standards in English, mathematics and information and communication technology (ICT) are below average when pupils are eleven.
- There is no strong tradition of rigorous monitoring to establish a clear agenda for improvement.
- Teaching is good but learning does not have a strong enough impact on achievement.
- The curriculum does not meet requirements. While there are good strategies for assessment they are not applied consistently and are not used sufficiently well to promote better progress.
- The accommodation is unsatisfactory and parts of it are poorly maintained and unclean.

The school has made insufficient improvement since the previous inspection. Of the key issues of that inspection, good improvement has been made in provision for children in the Foundation Stage, standards have risen in science and the quality of teaching has improved. Although there is evidence of rising standards for seven-year-olds, insufficient improvement has been made in English and mathematics. The curriculum has declined and several breaches of statutory requirements have not been addressed.

### STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools |      |      | similar schools |
|---|-------------|------|------|-----------------|
|   | 2001        | 2002 | 2003 | 2003            |
| English   | E           | E    | E    | D               |
| mathematics   | E           | E*   | E    | D               |
| science   | E           | E    | E    | C               |

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**Achievement is now satisfactory throughout the school. It is good for children in the Foundation Stage.** Despite this, many are not on target to achieve the goals set out for their achievement at the end of the Reception Year. The achievement of pupils elsewhere in the school shows that they make some progress but not enough to attain the standards expected for their age in English, mathematics and ICT. Inspectors judge standards in English, mathematics and ICT to be below average throughout the school, while standards in science are about average. In the table, E\* indicates a result in the lowest five per cent of results nationally.

**The school is successful in its promotion of pupils' personal qualities.** Pupils are well-behaved, positive about their work and relate well to adults and one another. Both attendance and punctuality are unsatisfactory. This lowers the standards achieved by those pupils who do not attend

well. Good provision for the promotion of pupils' spiritual, moral, social and cultural development has successful outcomes in their attitudes, behaviour and values.

## **QUALITY OF EDUCATION**

**The quality of education is unsatisfactory.**

**Although teaching in individual lessons is good, the overall impact of teaching on learning is only satisfactory.** There are particular strengths in the teaching of children in the Foundation Stage. Throughout the school, teachers have good relationships with pupils and manage them well. Time is used well. Where there are support assistants in lessons, they use their skills well. However, whole-school strategies for planning and checking on progress have not been sufficiently successful in having a strong impact on learning. Although pupils try hard and want to do well, a lack of consistency in learning means that they make only satisfactory progress against the targets set for their achievement.

The curriculum is unsatisfactory. The statutory curriculum in ICT is not taught and other subjects have insufficient curriculum time to be taught effectively. However, the school does make good arrangements for pupils to participate in the arts. The accommodation does not do enough to support achievement. While the school is very sensitive about its guidance and support for pupils, more needs to be done to ensure pupils' health and safety. Good links with parents, other schools and the community support achievement, although there are areas where parents need fuller information about the school's performance. Membership of the Nottingham (Bulwell) Education Action Zone has given the school much support in the past.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management are unsatisfactory.** While governors are very committed to the school and have a good understanding of its strengths and weaknesses, they have not overseen their statutory duties successfully. Although there are new strategies in place for the delegation of leadership roles, these have not yet been effective in securing the improvement the school has identified. Significant areas of school life are insufficiently effective because management has not been well-focused on the most important priorities.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

In general, parents are very satisfied with the life and work of the school. They are very confident about the way the school ensures that their child makes progress and is happy in school. Inspectors acknowledge the strengths of the school identified by parents. A small number of parents expressed some concern about behaviour and bullying. Inspectors found no evidence of poor behaviour or harassment of one child by another. Pupils are happy with the school. They say that they like lessons, that the teaching is good and that they get on well with each other. The views of pupils match those of the inspection team.

## **IMPROVEMENTS NEEDED**

The most important things the school should do to improve are to:

- Ensure that leaders in the school achieve consistency through rigorous self-evaluation and having a secure framework for checking on planning, teaching and pupils' progress.
- Raise standards in English and mathematics, identifying how learning can have a stronger impact on achievement and making better use of the comprehensive information about pupils' progress that is now available.
- Ensure that school policies are applied consistently across the school.

and, to meet statutory requirements:

- Implement the full National Curriculum in order to improve achievement in subjects of the National Curriculum.
- Ensure that risk assessments are rigorous and that action is taken to rectify deficiencies.
- Ensure that national comparative data is published in the school prospectus and governors' annual report to parents.
- Control the withdrawal of pupils from lessons and collective worship.

## **PART B: COMMENTARY ON THE INSPECTION FINDINGS**

### **STANDARDS ACHIEVED BY PUPILS**

#### **Standards achieved in areas of learning and subjects**

Achievement is good for children in the Nursery and Reception classes. It is satisfactory when pupils are seven and eleven.

#### **Main strengths and weaknesses**

- Although children enter school with knowledge, skills and understanding well below that expected, they make good progress and achieve well in the Nursery and Reception classes.
- Achievement is satisfactory when pupils are seven and eleven, although the standards they attain are below average in English, mathematics and information and communication technology (ICT).
- The results of National Curriculum standard tests show an improving trend at the end of Year 2 but a declining trend at the end of Year 6.
- Standards in science have improved significantly since the previous inspection; achievement in science is good throughout the school.
- Although their targets are frequently too general, pupils with learning difficulties work hard to achieve them.
- Achievement is not consistent from class to class within year groups.

#### **Commentary**

1. Children in the Foundation Stage<sup>1</sup> enter the school with significant barriers to learning. For example, many have delay in acquiring basic skills in communication and language. Their knowledge and understanding of the world are limited. Because provision in the Nursery and Reception classes is good, they make good progress towards the nationally recommended goals for their learning at the end of the Reception Year. Given their starting point, they achieve well in all areas of learning. However, their progress is not sufficient to catch up on their overall attainment and few are on target to achieve the learning goals<sup>2</sup>.
2. Pupils make satisfactory progress in most of the areas focused upon during the inspection, although progress in ICT is unsatisfactory. Overall, their achievement is satisfactory. Children enter school with skills, knowledge and understanding well below those expected for their age. By the time they are eleven, the standards of work seen during inspection are below average. Pupils start National Curriculum Programmes of Study from a relatively low base. This is built on gradually. However, the progress is not fast enough to help them reach the standards expected for their age. In English, mathematics and information and communication technology, their attainment is below average. Standards in history and religious education are average. No inspection judgements were possible in other subjects of the curriculum. These subjects were sampled but insufficient evidence is available to make secure judgements.
3. The table of results below, for pupils at the end of Year 2 in 2003, shows an improving picture. Standards in mathematics were above the national average, while standards in writing were much improved and close to the national average. Standards in reading remain below average. The school pattern of improvement over time has risen above the national trend. Inspection evidence suggests that this improvement has not been sustained. The current group of Year 2 pupils have a higher level of learning difficulties. Inspection evidence indicates that standards in reading, writing and mathematics are below average.

#### ***Standards in national tests at the end of Year 2 – average point scores in 2003***

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<sup>1</sup> Foundation Stage: classes for children in the Nursery and the Reception Year.

<sup>2</sup> Early Learning Goals: the goals set nationally for the learning and achievement of children at the end of the Reception Year.

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading       | 14.4 (14.5)    | 15.7 (15.8)      |
| writing       | 14.5 (13.2)    | 14.6 (14.4)      |
| mathematics   | 17.2 (16.1)    | 16.3 (16.5)      |

*There were 38 pupils in the year group. Figures in brackets are for the previous year.*

4. Standards in national tests at the end of Year 6 have been in decline and the table below, although showing some improvement over the previous year, shows school results that are significantly below national results. The school's pattern of results over time has fallen below the national trend. Results in science have shown improvement. This is the fruit of very strong emphasis on pupils' use of practical and investigative skills and learning a scientific research methodology. Standards in science were judged to be unsatisfactory at the previous inspection. Progress is now good throughout the school. Pupils achieve well in science. There was considerable additional support and time given to learning in mathematics during the academic year. This has resulted in some improvement over the previous year but results remain well below the national average. Results have declined in English, partly because less time was devoted to learning in English. Inspection evidence is that standards in English, mathematics and ICT are below average. Not enough of the statutory curriculum in ICT is taught to give pupils a secure knowledge and understanding of the subject. The strong focus on science has succeeded in promoting pupils' learning; their standards are currently average. Achievement in religious education meets the expectations of the locally agreed syllabus. In the other subjects sampled there is insufficient evidence to make secure judgements.

**Standards in national tests at the end of Year 6 – average point scores in 2003**

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English       | 24.2 (25.3)    | 26.8 (27.0)      |
| mathematics   | 24.3 (23.3)    | 26.8 (26.7)      |
| science       | 27.3 (26.9)    | 28.6 (28.3)      |

*There were 48 pupils in the year group. Figures in brackets are for the previous year.*

5. The school makes satisfactory provision for its pupils with learning difficulties. It is unusual that in this challenging context, relatively few pupils are identified as having special educational needs and highly unusual, given the considerable barriers to learning that exist for some pupils, that no pupil has a statement of educational need to ensure sufficient provision. Apart from the progress of one or two individuals with more profound learning needs, pupils make satisfactory progress. However, a frequent feature of the targets developed for their learning is that they are too broad and too general to be achieved in a set period of time. Because of this, when plans and targets for individual pupils are reviewed, targets have to be repeated, despite the progress pupils have made.
6. Despite achievement that is satisfactory, overall, achievement is better in some classes than in others. This is particularly the case in the mixed-age-range classes from Year 3 to Year 6. There is a lack of absolute consistency in the way school policy and practice for learning is applied. The quality of planning varies from class to class and there is significant variation in what is expected of pupils in different classes. This lack of consistency stems from inadequate strategies for monitoring plans, teaching and the outcomes of lessons and from a lack of rigorous self-evaluation by senior staff and subject leaders. The school is carefully tracking and making provision for pupils who are not achieving as well as expected. This ensures that all pupils are kept motivated and engaged in their learning. The school is

monitoring the progress of groups from different ethnic minority backgrounds and makes good

provision for their support. This is particularly the case for some boys from different ethnic backgrounds.

### **Pupils' attitudes, values and other personal qualities**

This is an area of strength maintained since the previous inspection. Attitudes, values and personal development are good. Attendance is below the national median. Punctuality is unsatisfactory.

### **Strengths and weaknesses**

- Pupils behave well in and out of class; this is a good support for their achievement.
- They have positive attitudes toward their school work.
- Relationships with adults and with other pupils are good.
- A small number of pupils have a poor attendance record and this reduces their learning and achievement potential.
- Some pupils arrive late for school and it is then difficult to start lessons efficiently and on time.

### **Commentary**

7. Inspectors agree with the view of parents that behaviour in the school is good. Pupils have a good sense of self-discipline. Although behaviour in the school yard can be noisy, it is not over-boisterous. Pupils' good behaviour in class helps lessons to go smoothly and productively. Pupils relate well to one another and most are prepared to work cooperatively, for example, when collaborating in science investigations. Before the inspection, there was some slight concern on the part of parents about harassment and bullying. Inspectors saw no such incidents and discussions with pupils reveal that they believe bullying is rare and dealt with efficiently. The school has not found it necessary to exclude any pupil in the past few years. Pupils respond well to the school's high expectations of their behaviour. They know what the boundaries of acceptable standards are and respect them.
8. The school makes good provision for pupils' personal development. It is clear what the school expects. Pupils are encouraged to be comfortable with themselves and to be confident. Assembly, teaching in religious education and in personal, social and health education sessions shows them how to have respect for others and what they stand for. The school promotes a clear moral code and pupils know what is right and what is wrong. Children in the Foundation Stage make good progress towards achieving the expected goals in personal, social and emotional development. Although there are flaws in the curriculum, pupils learn to appreciate past cultures, have an understanding of different cultures and faiths and to appreciate art and music. The school has a rich mix of pupils from different ethnic backgrounds and cultures. It does well to create an atmosphere where pupils respect one another's background and beliefs. Pupils are being well prepared for their place in a diverse society.
9. Attendance is a problem for a minority of pupils. It has the effect of lowering the school's attendance rate to one below the national average for primary schools. Also, the standards achieved by these pupils are generally not as good as those achieved by other pupils. Some pupils come to school late and this also affects their achievement. One effect of late arrival is that teachers have difficulty getting lessons started on time. While the school has strategies to monitor absence and lateness, this is not having the desired effect of improving attendance and punctuality at present.

### Attendance in the latest complete reporting year (%)

| Authorised absence |     |
|--------------------|-----|
| School data        | 6.3 |
| National data      | 5.4 |

| Unauthorised absence |     |
|----------------------|-----|
| School data          | 1.0 |
| National data        | 0.4 |

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is unsatisfactory. Although teaching is good in individual lessons, the curriculum does not meet requirements and this affects the quality of learning. The school provides good guidance and support for its pupils. Information on their progress is not yet used incisively enough to promote faster learning. Pupils' achievement is well supported by good links with parents, the community and other educational establishments. Although teachers try hard to engage all pupils in lessons, the withdrawal of pupils from lessons and collective worship to attend other activities impairs equality of opportunity. The accommodation does little to encourage a healthy atmosphere for learning, despite the best endeavours of teachers to create a good learning environment in their classrooms.

### Teaching and learning

While teaching is good in individual lessons, the impact of teaching on learning is just satisfactory. The quality of teaching is restricted by limitations to the curriculum and inconsistencies in the way measurement of progress is used to promote further learning.

### Main strengths and weaknesses

- Teaching and learning are consistently strong in the Foundation Stage.
- Good relationships between adults in the classroom and their pupils encourage good behaviour and positive attitudes to learning.
- Although pupils learn well in individual lessons, the impact of learning is affected by an unsatisfactory curriculum and inconsistencies across the school.
- While some marking is very good, some does not do enough to fulfil the expectations of the school's marking policy.
- The use of support staff and time provides good support for learning.
- Strategies for teaching are not consistent within year groups.
- Good use is made of the home/school relationship with reading.
- Expectations of pupils are not universally high.

### Commentary

10. The quality of teaching is satisfactory, overall. In the Nursery and Reception classes all the lessons seen were good. Teachers and support staff have a very good manner with children. They help children settle quickly and this increases the pace of learning. Teachers and support staff work well together ensuring that children get good support and positive intervention during their learning activities. Children enjoy the work planned for them. They try hard and begin to work together. Assessment is satisfactory, overall, but teachers' knowledge of the children is well used to ensure that their individual needs are met.

11. The table below shows the quality of teaching in the lessons seen.

**Summary of teaching observed during the inspection in 35 lessons**

| Excellent | Very good | Good     | Satisfactory | Unsatisfactory | Poor | Very Poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0         | 3 (9%)    | 22 (63%) | 10 (29%)     | 0              | 0    | 0         |

*The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.*

12. While there were relatively few very good lessons, no lessons were less than satisfactory. This is an improvement since the previous inspection. The very good lessons were found in Years 3 to 6. The basic skills of English and mathematics are well taught. The overall quality of teaching has improved since the previous inspection. The sense of purpose found in most lessons is well supported by the positive relationships forged by teachers and support staff. Pupils respect staff. They listen to what adults have to say and try hard. Most pupils concentrate effectively and get through a reasonable volume of work. The presentation of work is very variable: in some classes it is good; in others it is slipshod. In the short term, pupils learn effectively. However, because there are flaws in the curriculum, because pupils are withdrawn from some lessons for other activities and because there are inconsistencies in the way progress is tracked and supported, learning is only satisfactory in the long term. For most pupils, achievement is just satisfactory.
13. Some day-to-day assessment is very good. The school has a strategy for 'interactive' marking, where the pupil responds to the teacher's comments. Sometimes work is commented upon by a fellow pupil and at other times by a parent. These are good strategies but not all members of staff use them consistently. Some teachers are good at challenging and lively questioning that grips pupils and motivates them to learn well. Again, this is not a feature of all lessons. Occasionally, in discussions, the teacher does not give pupils sufficient opportunity to show what they know and understand through questioning and challenging them to explain their ideas. In many cases, teachers discuss learning objectives with pupils at the beginning of the lesson giving pupils a clear idea as to what they are learning and how it fits in with previous learning. Learning objectives are then returned to at the end of the lesson to sum up what has been learned. However, not all staff use this successful and supportive strategy efficiently. Occasionally, lessons are planned around the intended activities rather than clearly identifying the intended learning outcomes.
14. Wherever additional classroom support is available, teachers and support staff work well together. Learning support assistants are very clear about the help that their target pupils need. Some support is given in groups beyond the classroom, led by support assistants working independently. This support is well organised, purposeful and instrumental in keeping specific target groups in contact with their learning. For example, the school has identified a group of pupils in Years 3 and 4 who are not achieving as well as they should. These pupils get intensive small group support for literacy and numeracy skills. The group includes a number of underachieving boys from a black ethnic minority background. The school is tracking their progress carefully. Although some higher-attaining pupils achieve a standard above that expected for their age, fewer than average do so consistently in National Curriculum standard tests. This is particularly the case in writing at the age of seven and in English and mathematics at the age of eleven. Teachers are very aware of the needs of those pupils identified as having learning difficulties. The pupils get a great deal of practical support and guidance during lessons. However, targets on these pupils' individual plans for learning tend to be quite general. Staff skills in writing individual plans for learning are not well developed. Because attitudes to learning are good, lessons go smoothly and little time needs to be wasted on managing pupil behaviour. In their planning, teachers identify the resources needed and make sure that these are used well to support the quality of learning. Where sufficient lessons were seen, there is no variation in the quality of teaching and learning from

subject to subject. Teachers' subject knowledge is at least adequate and well used. However, there is insufficient use of ICT by teachers and this is reflected in pupils' underachievement in this subject.

15. Good strategies are in place to ensure that parents and pupils are involved in learning through a very good home/school partnership in reading. Pupils take home a reading diary with their reading book, read with parents and others in the home. Most reading diaries are well annotated with a list of what the child has read, how well the book has been read and what problems have been encountered. Teachers, pupils and parents make notes in the reading diary and this is good practice. Some teachers have very high expectations of their pupils. They expect a good atmosphere for listening, careful presentation of written work and an enthusiastic response to questions. This works very well and pupils in these classes achieve standards rather better than the general standard of the school. In some classes, presentation is allowed to become slipshod, pupils sometimes call out, interrupting the teacher and the response of classmates, and there is sometimes lethargy in responding to the teacher's questions. Inevitably, standards suffer when these factors are present. There is also inconsistency in the way plans are written for those with learning difficulties. These inconsistencies reflect on the fact that school strategies for checking up on planning, lessons and the scrutiny of pupils' work have not been sufficiently rigorous.

## **The curriculum**

Children in the Foundation Stage benefit from a good curriculum. The curriculum does not meet statutory requirements for pupils in Years 1 to 6. The curriculum in English, mathematics and science is satisfactory but there are considerable areas in other subjects where the provision is unsatisfactory. The school provides satisfactory extra-curricular activities to enrich the learning experiences of the pupils. The quality and range of learning resources to support curriculum subjects are satisfactory, overall, although provision in ICT is unsatisfactory. The accommodation in the Foundation Stage is satisfactory. However, the main school accommodation is unsatisfactory. Statutory requirements are not met in the provision of collective worship.

## **Main strengths and weaknesses**

- The curriculum for Foundation Stage children is good, providing full access to the six areas of learning.
- The curriculum and pupils' learning needs are supported effectively by teaching assistants and other support staff.
- Identification of pupils with special educational needs and provision of individual education plans require greater rigour.
- The school provides a good range of enrichment activities in the arts.
- There is insufficient rigour in applying a broad and balanced curriculum.
- The maintenance and cleanliness of the school building do not allow the curriculum to be taught effectively.
- The school withdraws pupils from the act of collective worship to attend other activities.

## **Commentary**

16. Curriculum planning and design in the Foundation Stage are good. Children in the Nursery and Reception classes are enabled to achieve well and develop their abilities in all areas of learning. The curriculum is reviewed regularly and updated to take account of new developments. Staff have a good understanding of the learning needs of children of this age and make appropriate use of national guidance for the Early Learning Goals.
17. The curriculum mapping document for Years 1 to 6 indicates that time allocation for each of the curriculum subjects is sufficient; however, there is insufficient rigour in applying a broad

and balanced curriculum. The National Curriculum Programmes of Study are not organised effectively to provide continuity in teaching and progression in pupils' learning. This leads to inequality of access and opportunity for pupils, particularly in music, art and design, history and geography. The role and responsibilities of subject leaders are insufficiently developed to ensure effective monitoring of curriculum provision, planning and delivery. As a result, the curriculum is not fully evaluated in order to assess the effect upon teaching and learning and lacks clear improvement strategies and innovation. The school has not yet found successful strategies for employing the most profitable use of time during the core subjects by promotion of cross-curricular work. Subjects or areas of learning are mainly taught discretely and opportunities are missed to support learning across the whole curriculum, for instance, data collection, use of ICT skills, and using different styles of writing in other subjects. While the school provides well for pupils' personal development, and this prepares them well for the next stage of education, their frequent lack of basic skills hinders them as they move to secondary school.

18. Positive intervention strategies are used to support and develop pupils' learning in the core subjects. Programmes such as Additional Literacy Support and "Booster" groups are used effectively in an endeavour to raise standards for identified groups of pupils. Teaching assistants and other support staff, for example, from the Education Action Zone, provide a breadth of expertise and effective support for pupils within the classroom and in withdrawal group situations. The school makes appropriate provision for personal, social and health education. Sex and relationships education is taught as elements of science and visitors from the community support teaching about the prevention of drugs and alcohol abuse effectively.
19. The provision for pupils with learning difficulties is satisfactory. The school's assessment map is used to identify pupils who need additional support. However, this is too general and unrefined a tool to guarantee that all pupils performing significantly below their age-expected level get the support they need. There are proper procedures for involving parents and pupils in discussing plans for learning and for developing targets. However, targets are not specific enough and not always realistic and achievable in the review period. Care is taken to consult external agencies, such as the local authority educational psychologist and the medical services, where this is appropriate.
20. The school has developed good partnerships and links with a range of external providers and businesses. Annual "Themed Weeks" are organised in order to enrich the curriculum, during which the pupils enjoy a wide range of exciting and stimulating activities. Nottingham Playhouse has well-established links through their "Adopt a School" scheme. This programme is particularly successful in promoting the arts. A range of after-school activities is available for pupils, some of which are led by external specialist support staff. These include sports clubs, gymnastics and Spanish classes. An annual residential visit is arranged, which is popular and well supported. This provides personal development opportunities alongside additional interest for pupils.
21. Whole-school collective worship takes place on Monday and Friday mornings. On Wednesday, older pupils have a morning assembly with younger pupils meeting during the afternoon. On Tuesday, two classes have timetabled collective worship sessions in their room and on Thursday only one class has this arrangement. This means that the statutory requirement for a daily act of collective worship is not fulfilled. During the inspection, one class did not attend the Wednesday morning session. Other pupils are sometimes withdrawn from assembly for other purposes. This breaches statutory requirements. In the respect of provision for the locally agreed syllabus for religious education, the school meets expectations.
22. The quality of learning resources to support the curriculum is satisfactory in all subjects except ICT. The school has no dedicated room for teaching ICT and there is little teaching of subject-specific skills as a result. Access to computers is limited to occasional use of the two computers in each classroom. In practice, they were rarely used during the inspection. Accommodation and resources in the Foundation Stage are satisfactory. There is adequate

space, facilities and equipment, including access to outside play. The curriculum and provision for the Foundation Stage was an area of criticism at the previous inspection. Improvement has been significant since then. Accommodation in Years 1 to 6 is unsatisfactory. The building requires higher levels of maintenance and cleanliness in order to allow the curriculum to be taught effectively. Inspectors identify some health and safety issues. There are sufficient teachers and all have relevant qualifications, experience and expertise. Good provision is made of additional support in the classrooms and these learning support assistants use their skills efficiently.

### **Care, guidance and support**

The school provides good guidance and support for its pupils. Formal procedures for consulting pupils are being developed. There are some weaknesses in the systems for assuring pupils' well-being.

### **Main strengths and weaknesses**

- Teachers maintain good, caring relationships with pupils.
- Praise is used well to support pupils' development.
- Procedures for monitoring and meeting health and safety needs are unsystematic.

### **Commentary**

23. There are effective arrangements for introducing new pupils into the school. They quickly settle and make friends. Pupils form good relationships with their teachers and feel comfortable asking them for help if work or other problems arise. They are confident of receiving support both from teachers and from their peers. Pupils' feelings of security are well supported because social difficulties such as bullying are well handled when they are drawn to the attention of staff. As a result, poor behaviour is not found to be a major problem and rarely disrupts learning or compromises the pleasant atmosphere sustained in this school. The school does well to support pupils from different ethnic origins and makes appropriate arrangements for the support of higher-attaining and lower-attaining pupils to make sure that all pupils have full access to the learning opportunities available. While there are occasional imbalances in the achievement of boys and girls, the school has strategies to ensure that this is monitored.
24. Marking is sometimes used very well to help pupils understand what they need to do to improve their work. The ensuing dialogue in workbooks shows effectively that both pupils and teachers find this form of communication valuable. However, detailed information about pupils' progress is not collected in some subjects and the data that is available is not always used effectively to provide the most suitable work for all pupils.
25. Another beneficial consequence of the good relationships between pupils and teachers is that pupils feel their opinions are valued. With outside help, the school is currently developing a school council to give pupils a more formal opportunity to be heard and to give them an effective voice in their school community.
26. The school received 'Healthy School' status in 2003. Systems for dealing with child protection issues and minor accidents are sound. Appropriate attention is paid to health and safety in lessons such as physical education. Pupils are helped to mature safely. They have appropriate drugs and sex education, and their personal, social and health education lessons include discussions of bullying and relationships.
27. The school premises and site now show signs of their age and are at many points worn, damaged or dirty. They need more vigilant and regular monitoring and maintenance than they routinely receive so that flaws are quickly detected and remedied. Some areas, for example,

exterior ground surfaces, have been identified as problems but will remain potentially hazardous until funding for renovation has been acquired.

### **Partnership with parents, other schools and the community**

The school maintains good links with parents, which leave them predominantly satisfied. Good relationships are maintained with other schools, and pupils benefit from the school's extensive partnerships with the wider community.

### **Main strengths and weaknesses**

- Parents recognise good features of the school's care for their children.
- Parents are helped well to understand and support their children's progress.
- Businesses and other organisations provide useful support for pupils' learning.

### **Commentary**

28. The school maintains good relationships with parents, who report that their children are happy and making good progress. Parents are confident that staff at the school expect their children to work hard and that they help them to mature. They are happy with the way the school is run and approve strongly of the teaching. Parents who have moved away from the area have preferred to keep their children in the school. A few parents express reservations about behaviour and bullying in the school, and a minority were not convinced that the school does as much as it could to seek and act on their views.
29. Inspection evidence supports most of parents' positive views, including those about the quality of teaching. Bullying and poor behaviour were not found to be particular problems, in that instances are reasonably uncommon and are dealt with satisfactorily. The school works hard to consult parents and involve them in their children's education; for example, they are invited to raise issues or submit questions at open evenings. All parents are automatically members of the Parent-Teacher Association, which organises events such as a disco. Some parents support their children well at home by sharing books with them and recording comments in their reading diaries, and some help in lessons, on school trips, or events at the church.
30. Parents are well informed about the school and their children's education. The prospectus and governors' annual report are interestingly presented, although some required information is missing, and there is a constant flow of news in letters. Reports on pupils' progress give parents good quality information about what their children have learnt. In some subjects they receive useful advice about what their child needs to focus on to develop further. The school operates an effective 'open door' policy, so parents have ample opportunities to make approaches for further information or explanation, or to discuss other matters.
31. A good range of useful links with businesses and other organisations supports learning and expands pupils' horizons. One good example is a group from the Nottingham Playhouse, who worked with pupils throughout the school in several subjects, stimulating ideas and helping them produce some three-dimensional work that will go on public display in the Playhouse. Other strong links support learning in different areas of the curriculum, such as design and technology. Among industrial partners are Rolls Royce and Powergen. Productive collaborations with other schools in the Education Action Zone will be continued under the 'Excellence in Cities' initiative. The school is deeply involved in teacher training. The school is well regarded in the community.

## **LEADERSHIP AND MANAGEMENT**

Overall, governance and the leadership and management of the school are unsatisfactory despite having some strengths. The school's governance is unsatisfactory in respect of fulfilling its statutory duties. The leadership and management of the headteacher and key members of staff are

unsatisfactory, especially in relation to the leadership and management of the curriculum and the overview of planning, teaching and scrutiny of pupils' work.

### **Main strengths and weaknesses**

- Governors are proud of their school and have a good understanding of its strengths and areas for development. However, they do not have a secure enough understanding of their guardianship of statutory requirements; there are significant breaches of these requirements.
- The headteacher and senior managers are not clear enough about priorities and what needs to be done to attain them.
- Subject leaders are not clear enough about their role and responsibilities in raising standards.

### **Commentary**

32. The governors fulfil their duties through a number of committees in addition to the full meetings. Governors are committed to the school and its positive ethos and make a valuable contribution to its work. They have a clear understanding of the school's strengths and weaknesses but are not sufficiently focused on the need to raise standards in the subjects of the curriculum. Individual governors have been appointed to monitor the school's work in numeracy, literacy and special educational needs, but these roles have yet to be fully defined and established. Some aspects of fulfilling their statutory duties are unsatisfactory, notably those relating to health and safety, implementing the National Curriculum, providing information for parents and in ensuring that regulations governing collective worship are met.
33. Governors and senior management staff are insufficiently involved in strategic planning and in monitoring the work of the school. The School Improvement Plan is the main management tool for bringing about improvement. It does not run beyond the current education year, making it difficult to use it to guide the longer-term direction of the school. The plan does not contain any evaluation of the previous plan or information as to whether the school's priorities in the previous year have been met. For the plan to be more useful it needs to be more detailed about what actions to follow and have clearer success criteria. The plan is inadequately monitored by the governing body, which relies simply upon updates by the headteacher in his termly headteacher report to the governing body.
34. The Senior Management Team (SMT) has recently been formed with the purpose of co-ordinating the work of the school's senior managers to "drive the school forward". Members of the SMT are responsible for priority areas such as numeracy, literacy and assessment. The SMT also includes the deputy headteacher, who is curriculum co-ordinator. Those members of the SMT interviewed are enthusiastic and optimistic about what they and the headteacher will achieve in the future and also have a good understanding of the strengths and weaknesses of the school. However, in the absence of precise role descriptions, agendas for meetings, and actioned minutes kept of meetings it remains unclear what exactly is being delegated to the group and the precise functions that the group and individuals within the group will perform.
35. Some individual subject managers perform their roles well. However, most subject leaders do not have a clear understanding of their role and responsibilities and have not developed the necessary skills to monitor, evaluate and lead their subjects successfully. A recent staff training day was used to start this process, but clearer guidance and stronger support from the headteacher and senior management are needed to emphasise the importance of their work and to help them develop the skills and authority to carry out their role in raising standards. While the strengths of leadership and management have a strong impact on pupils' behaviour, attitudes and values, insufficient impact is made on learning. Leadership and management ensure that the climate for learning in the school includes all pupils, especially those who come from different ethnic backgrounds and those who find learning particularly difficult. At the same time, teachers are very aware of the needs of those pupils who have the potential for higher attainment. Staff care a great deal, and this is an important aid to pupils' learning. Locally, there is low expectation of education. Few adults have had any education beyond secondary school

or have any further or higher education achievements. This is a significant barrier to pupils' learning.

### Financial information

#### Financial information for the year April 2002 to March 2003

| Income and expenditure (£) |         | Balances (£)                        |         |
|----------------------------|---------|-------------------------------------|---------|
| Total income               | 778,142 | Balance from previous year          | 38,590  |
| Total expenditure          | 827,005 | Balance carried forward to the next | -10,273 |
| Expenditure per pupil      | 2,469   |                                     |         |

36. The financial information available indicates that the school is currently operating a deficit budget. This is a matter of some concern and one that should not be allowed to continue. A continuing deficit impairs the school's potential to provide value for money and to ensure adequate maintenance of the building, staffing and resources. Currently, value for money is unsatisfactory.

## PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING AND SUBJECTS

### AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is **good**. This is an improvement since the previous inspection when provision in the Reception class was criticised.

|  |   |
|--|---|
| <b>Nursery and Reception classes</b>             |   |
| <b>Standards overall</b>                         | Few children are on target to meet the expected learning goals by the end of the Reception Year |
| <b>Achievement overall</b>                       | Good  |
| <b>The quality of teaching</b>                   | Good  |
| <b>Leadership and management</b>                 | Good  |
| <b>Improvement since the previous inspection</b> | Good  |

### Main strengths and weaknesses

- The Nursery provides a welcoming and stimulating environment.
- Few children will match the Early Learning Goals by the end of the Reception Year.
- Teaching is good in Nursery and Reception classes.
- Teamwork is very good, as teachers and support staff plan together.
- Very good relationships ensure that children are happy and secure.
- Day-to-day assessment is not well developed.
- There is a good secure outdoor area, accessible to all children.
- Planning for the outdoor area is limited; it does not include planned activities for all children.
- Children in the Reception class do not have sufficient planned opportunities to write independently for different purposes.

### Commentary

37. The provision for children in the Foundation Stage is good and is a strength of the school. Children are admitted to the Nursery in either September or January. Just occasionally, children are admitted at Easter if there are any spare places. Admission to the Reception class is either in the September, if the child's birthday falls between September and April, or January, if the birthday falls between April and August. Currently there are 50 children attending the Nursery part time: 25 in the morning session and 25 in the afternoon. There are 12 children in the Reception class and this is due to rise to 27 after Christmas. Both classes use a secure outdoor play area but the range of activities planned is limited. This is a priority highlighted by the subject leader as an area for further development.
38. Attainment on entry is well below average. Almost half the children entering the Nursery have special needs in language development, learning difficulties or physical needs. As a consequence, children will struggle to achieve the expected levels in the areas of learning by the end of the Reception year. Many children are on course to achieve the expected levels in personal and social and creative development. There was insufficient evidence to make a judgement about physical development.
39. The quality of teaching is good, an improvement since the last inspection when 14 per cent of lessons in the Reception class were judged to be unsatisfactory. Teachers plan as a team, and, because of this, progression and continuity between the classes is ensured. Planning is closely linked to the stepping-stones, the small steps of development identified nationally for each of the areas of learning. Support staff are also involved in the planning and therefore know exactly what is expected of them. Activities are changed regularly and provide children with experiences in all areas of learning. Because teachers are knowledgeable and enthusiastic

they motivate the children to succeed and ensure that tasks build on previous experience and skill. Every opportunity is taken to extend language and role-play, thus developing children's vocabulary and understanding of the use of language. Questioning is used effectively to encourage further language development. Relationships are very good between all staff and children, giving them confidence to respond to questioning even if the response is only one word! The day-to-day assessment is satisfactory but is not rigorous enough. The Foundation Stage manager is aware of this and is currently trying out various ways to ensure that the children's successes and difficulties are appropriately recorded so that tasks can be carefully matched to individual needs.

## **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

Provision for this area of learning is **good**. This is reflected in the way children are learning to respect one another, share resources, take turns and play together.

### **Main strengths and weaknesses**

- A good range of activities is provided to encourage children to relate to one another.
- There is a strong emphasis on role-play, with adult role models in both the hospital and the café!
- The teaching is good in both classes.

### **Commentary**

40. In all activities, adults encourage children to explore and develop their vocabulary. Often they provide a role model to help children learn the social skills of relating and playing together. This is having a positive effect on learning as children are beginning to understand how to relate to one another and are becoming more confident and eager to speak to adults. The children are slowly beginning to play together: two children were observed playing with Postman Pat talking to each other. In the Reception class, two children were observed taking turns on the computer and three others enjoying a role-play activity in the café assisted by a "mum". They were pretending to be customers in the café and one was the waiter.
41. In all group sessions children are expected to wait their turn and to listen to one another. Some do this well but others still call out in their enthusiasm, despite teachers encouraging them to listen carefully. All children enjoy coming to school and are aware of the teachers' expectations. A relaxed atmosphere in both classrooms enables children to confidently explore for themselves. They are encouraged to share and help each other. Children have settled well to the demands of school, helped initially by parents sharing activities with their child as they bring the child to school. This has a beneficial effect on children, particularly those who are less confident about being left. Although on entry children's personal and social skills are not very well developed, the good teaching and range of activities helps to ensure that the majority achieve the expected level by the end of the Reception class.

## **COMMUNICATION, LANGUAGE AND LITERACY**

Provision in this area is **good**. Every opportunity is taken to encourage children to become confident talkers, to enjoy sharing and reading books and to explore writing.

### **Main strengths and weaknesses**

- A good range of activities helps to stimulate the children.
- Every opportunity is utilised by adults to develop and extend children's language and vocabulary.
- Teaching is good.

## Commentary

42. Many children come to school with very limited language skills so that every opportunity is used to increase children's competency in speaking and to develop a broader vocabulary. Each Nursery session begins with children talking about the date, the weather and what they have been doing. Whatever the activity, as the adults circulate amongst the children, they ask questions and expect replies so children become happier to talk and share information. Children enjoy looking at books and are seen curled up on the bench with a book. Children in the Reception class enjoy the big book '*Suddenly*' whilst the teacher asks questions about the story and their opinions. However, they really like to listen to the events in '*Griselda's*' life. Griselda is a life-sized doll who visits the children's homes and shares their school day. They are very keen to take Griselda home with them.
43. Children in the Reception year are beginning to read. They handle books with care and happily talk about the story. However, when retelling fairy stories, while they have all the facts they are often not in the right order! The higher-attaining children read familiar words and use the pictures to answer questions. Other children recognise a few words but are more secure with their sight words. These children are beginning to sound out words and recognise initial letter sounds. The lowest attaining children are struggling to remember words or letter sounds. Although they will respond to questions, the answers are not always grammatically correct. For example, '*he wented*' or '*he goned*'. Despite good teaching, poor language skills inhibit children's ability to reach the expected levels by the end of the Reception year.
44. Children in the Nursery explore writing and some know that marks communicate meaning. They have an opportunity to write a sentence about their pictures or when they make a birthday card. However, in the Reception class, there are insufficient opportunities for children to explore writing for different purposes or to write independently. Books seen during the inspection showed too many examples of worksheets cut up and stuck on a page and very little of the children's own writing. At present, there are insufficient opportunities for children's independent writing in order to help them reach the expected levels in this area. Given the low starting point all children are making good progress and achieving well.

## MATHEMATICAL DEVELOPMENT

Provision in this area of learning is **good**. Children are encouraged to count in many different situations.

### Main strengths and weaknesses

- A good range of activities, number songs and rhymes is provided to develop concepts of number.
- Teaching is good.

## Commentary

45. Every opportunity is used to develop children's number concepts and relevant vocabulary. Children in the Nursery count the number of children present and use number rhymes and songs to develop an understanding of number. They enjoy this activity and participate with some enthusiasm. Children can count to 10 but do not always recognise numbers in their written form. There are two groups for counting activities divided by age. This enables the older children to extend their number skills, as many of the younger children are not confident.
46. In the Reception class children count confidently to 10 but higher-attaining children can go above 10. They recognise coins and use them to '*buy*' goods in the shop, most of them counting out the correct number of pennies. The teacher extends the higher-attaining children by asking them to '*buy*' two items and then find the cost by adding the amounts together. This they do accurately. Overall, the children will not reach the expected levels in this area of

learning, although the higher-attaining children are on course to achieve the levels. However, because of the low attainment on entry, all children make good progress and are achieving well.

## **KNOWLEDGE AND UNDERSTANDING OF THE WORLD**

Provision in this area is **good**. A wide range of topics is covered.

### **Main strengths and weaknesses**

- A variety of visits and visitors helps to increase children's knowledge of the world.

#### **Commentary**

47. Children are unlikely to achieve the expected levels in this area of learning, despite a good range of topics and the opportunities for visits and visitors. They have been to the local park to collect leaves for printing. They have examined leaves under the microscope as part of a topic on autumn. As part of a topic on *'people who help us'*, parents have been encouraged to visit school to talk about their jobs. The children have also seen all those who work in school and talked about their jobs. There was no opportunity to observe any teaching in this area of learning. Children enjoy using the computers and are developing appropriate mouse control. They transfer confidently from one program to another. They take turns and help one another.

## **PHYSICAL DEVELOPMENT**

Provision in this area of learning is **good**.

### **Main strengths and weaknesses**

- A good range of activities supports the development of children's physical skills, both inside and outside the classroom.
- Teaching is good.

#### **Commentary**

48. In the Nursery class, children enjoy a session in the hall exploring ways of moving around and use of space. Awareness of space is developing, but as yet children do not use the space very well, tending to be close to each other. Body control is good, as most stop and move in different ways when asked. However, although they can run, jump or walk round the hall very few can skip. There was no opportunity to observe the Reception class in the hall so no judgement can be made about whether or not they will reach the expected standard by the end of the Reception Year. In the classroom, they have various activities to develop fine motor skills: colouring, cutting, sticking, threading beads and writing. Some children find cutting difficult. Even holding the scissors is not easy for them. Poor pencil control means that letters are not well formed, but the very few higher-attaining children are on course to achieve the expected levels. Overall, few children will achieve the expected levels successfully by the end of the Reception Year.
49. The outdoor play area provides an extension for classroom activities but planning needs to be more specific and include activities suitable for the Reception class children as well. The subject leader is aware of the potential for further development and the need to involve the Reception class teacher in the planning. This is an area currently being pursued.

## CREATIVE DEVELOPMENT

Provision for this is **good**.

### Main strengths and weaknesses

- The good use of a specialist music teacher to raise standards in singing.

#### Commentary

50. The use of a specialist music teacher, who accompanies the children's singing on a keyboard, has a positive effect on the quality of children's singing. Consequently, singing in the Reception year is good. Most children enjoy singing and participate with enthusiasm. They sing the songs for their Christmas nativity from memory and make a very pleasing sound. They also recall the names of most of the untuned percussion they used in the lesson to accompany their singing. This is an area of learning where most children are on course to achieve the expected level. In both the Nursery and Reception classes children love to be in the role-play area: a hospital in the Nursery and a café in the Reception class. With adult role models '*playing*' alongside them, children enter into the spirit and the 'pretend play' becomes much more realistic. There was little evidence of other types of creative activities, although displays show that children experience different media such as paint, play dough, chalk and paper. They print using shapes, use collage to make their favourite meal and use a salad spinner to make some very interesting circle patterns, which they cover with glitter.

## SUBJECTS IN KEY STAGES 1 AND 2

### ENGLISH

Provision in English is **satisfactory**. While some aspects of provision are good, inconsistencies hamper overall effectiveness. There is insufficient support for the subject leader to undertake rigorous monitoring of plans, lessons and the outcome of pupils' tasks.

|  | Years 1 and 2  | Years 3 to 6  |
|--|----------------|---------------|
| <b>Standards</b>                                 | Below average  | Below average |
| <b>Achievement</b>                               | Satisfactory   | Satisfactory  |
| <b>Teaching in the subject</b>                   | Satisfactory   | Satisfactory  |
| <b>Leadership in the subject</b>                 | Satisfactory   |               |
| <b>Improvement since the previous inspection</b> | Unsatisfactory |               |

### Main strengths and weaknesses

- The subject leader has good skills but school expectations of the role are not high enough.
- Teaching is satisfactory, overall, but there are inconsistencies in approaches to learning.
- As pupils are making progress, overall, achievement is satisfactory.
- Standards are below average when pupils are seven and eleven.
- For seven-year-olds, the results of National Curriculum standard tests show a little improvement in reading and some improvement in writing.
- For eleven-year-olds, despite a significant rise in 2000, results of National Curriculum standard tests in English have declined and are now at their lowest point for five years.
- Targets are too general on the individual plans for the learning of pupils with barriers to learning.

#### Commentary

51. The subject leader is experienced, competent and enthusiastic. She is well placed to lead colleagues towards higher standards. However, until recently, there have been limited opportunities and authority to be a rigorous guardian of the quality of teaching, planning and

work of pupils in the subject area. She has had a recent opportunity to do joint observations of teaching with an external consultant. This is helpful experience, ripe for further development. She is aware that the quality of teaching in individual lessons is good, that teachers know the content to be taught and that their understanding of the National Literacy Strategy and the school's preferred style of planning is adequate. However, she is also aware that there are inconsistencies in learning throughout the school that prevent pupils achieving their full potential. For example, there are good strategies for sharing learning objectives but these strategies are not always used to their full potential. Some classes present their work with pride and great care. Others do not, and not only does work grow untidy but this also affects the overall accuracy and quality of completed tasks. At present, the role of subject leader provides insufficient authority to ensure that school policy and practice are consistent across all classes. To be fully effective in the role, the subject leader needs the opportunity to manage the rigorous monitoring of all aspects of work in the subject area.

52. Despite the inconsistencies, and mainly because the teaching in some areas is good, pupils make adequate progress given their prior attainment. However, while this promotes satisfactory achievement, learning is not sufficiently strong to enable pupils to overcome limitations to the standards they attain as individuals. This has an inevitable impact on overall achievement through the school. There are good strategies for collecting data on pupils' progress and their performance over time. Good strategies exist in the classroom for challenging pupils through questioning and marking their written work. However, the use of these strategies is not sufficiently consistent and information about progress is not used incisively enough to have a strong impact on learning, progress and achievement. For example, there is very good marking of work in some classes, but in other classes, unhelpful and cursory marking fails to set high expectations for the pupils.
53. The evidence of the week of inspection is that standards are below average in speaking and listening, reading and writing when pupils are seven and eleven.
54. In speaking and listening, most pupils listen well throughout the school, although there are those who find it difficult to wait their turn, be patient and listen carefully to what others have to say. Where listening is at its sharpest, for example in a literacy lesson with Years 5 and 6, the teacher had clever aids to remembering the way irregular words are spelled. This intrigued pupils, made them listen intently and there was clear improvement in the spelling skills. Where listening is less intent, pupils are occasionally determined to have their say out of turn. They do not gain as much from what others have to say and this therefore affects the overall standard they achieve. The learning atmosphere of the school encourages pupils to be confident in themselves. This encourages them to speak out, discuss and negotiate. Pupils are confident in responding to the teacher's questions. However, except for a small number of higher-attaining pupils, answers are rarely elaborated. Extensive use of a rich vocabulary is limited. This has an inevitable impact on pupils' ability to tackle unfamiliar texts in reading or to use a rich and imaginative style in writing.
55. The school does well to give pupils a positive outlook on reading. Pupils are enthusiastic about books at all ages, from Year 1 to Year 6. While their skills remain below average, pupils are keen to read, willing to try new words and happy to use a range of strategies to decipher words they do not immediately recognise. For example, Year 2 pupils reading aloud use picture clues to understand what they are reading, they use segmenting strategies to read words with phonic blends and more than one syllable and they use their knowledge of letter/sound association to work words out. It is clear that there has been systematic teaching of reading strategies. There are some pupils who read at the level expected for their age and a very small number have a competency in reading that is better than expected. However, many pupils' reading skills are just at or below the level expected for their age. There are occasions when the need to work words out gets in the way of fluent reading. Subsequent questioning shows that pupils are not always in control of what is being read and that they have lost the thread of meaning. This is a significant disadvantage when it comes to reading for meaning, for example, in externally set and marked National Curriculum standard tests. The range of other

reading skills, the skills of reading for research and for information retrieval, is limited, too. Few pupils have extensive knowledge of how a library is laid out, how to find a work of fiction or where to find a book on a specific research project. This is quite surprising as the school has strategies for visiting the local library and most pupils claim to visit a library in their own time. However, many have a good working knowledge of the features of information books. Even some of the youngest pupils questioned give working answers on the use of a contents page, index page and some know about the glossary in a non-fiction book. Only higher-attaining pupils have a confident knowledge of how to access accurate and precise information for their research projects.

56. Standards in writing remain below average but pupils are now getting better opportunities to write extended pieces for a broad range of purposes. This is partly due to the way the school has sensibly amended its approach to planning for the National Literacy Strategy in a three-week block, which allows extended time for writing in the third week. Although standards are not as good as the school would like them to be, there is improvement because of the planning strategy employed. Part of the barrier to higher standards lies in the different expectations of different teachers and part in the inconsistencies from class to class: in marking, in the clarity of learning objectives and the way they are shared, in the precise nature of pupils' targets and how pupils are motivated and encouraged in their learning. For the oldest and highest attainers in the school, writing is accurate, well punctuated and frequently uses a lively style and interesting vocabulary. Pupils are becoming more adept at using complex sentences, paragraphing their work for clarity of meaning and sense of purpose, and writing in a way that makes the reader want to read on. However, few write at this level and, for many, extended pieces of work are untidily presented, have frequent repetitions of common errors (for example, in Years 5 and 6, proper nouns are not given capitals) and with inaccurate basic punctuation. There are also common examples of the use of local dialect being used where it is not appropriate. Much of the inconsistency is the result of lack of rigorous monitoring of lessons and the outcomes of the tasks set.
57. National Curriculum standard test results at the end of Year 2, in 2003, give some encouragement to the school. There has been some improvement in standards in reading, although improvement is slow. However, compared with schools nationally reading is still well below average. Against schools with a similar proportion of free school meals – the usual measure of similarity – reading is below average. There has been a recent improvement in the quality of writing in test results. Standards have been well below average until 2003 but standards are now average compared with all schools nationally. Standards in writing are above average compared with similar schools. Results in English at the end of Year 6 have declined steadily since a peak in 2000. Compared with all schools nationally, standards are well below average and have been so since 2001. When the results of similar schools are taken into account, English remains below average. The school is very aware that too few pupils gain the higher levels possible in the tests and that too many remain on a level below and well below that expected for their age. However, the school has arrested the significant underachievement of girls and is now monitoring carefully a group of underachieving boys in order to promote better all-round standards for boys.
58. Teachers have a good working understanding of the needs of pupils identified as having learning difficulties. They often prepare specifically modified tasks for these pupils and also ensure that they get further individual or small group attention during lessons. This ensures that these pupils make progress that relates to their prior attainment. However, because targets on individual plans for learning are frequently too general, teachers and support assistants cannot be precise in supporting the needs of these pupils. The identification of learning needs, the diagnosis of what needs to be provided and the preparation of appropriate targets for these pupils is an area for development. Given the current standards of pupils, the number of those identified as having special educational needs is very low. Some pupils are working at a level up to four and five years below their chronological age. The school has good strategies for the withdrawal of small groups of very specifically targeted pupils who are not achieving their potential. These groups are ably taught by skilled learning support assistants.

## Language and literacy across the curriculum

59. Pupils are developing adequate skills in language and literacy, given their prior attainment. They are making some use of these skills, especially in subjects such as science, history, geography and religious education. There is encouragement for the use of books for research, and some tasks prepared for pupils expect them to use their own writing and language skills. However, some tasks, based on worksheets, hamper the development and use of language and literacy across the curriculum. Satisfactory but not extensive use is made of these basic skills. Better use can be made of time in the literacy hour to promote learning across the curriculum.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

| Standards                                 | Years 1 and 2 | Years 3 to 6  |
|---|---------------|---------------|
| Achievement                               | Below average | Below average |
| Teaching in the subject                   | Satisfactory  | Satisfactory  |
| Leadership in the subject                 | Satisfactory  |               |
| Improvement since the previous inspection | Satisfactory  |               |

### Main strengths and weaknesses

- Standards at age seven are above the national average for all schools in the 2003 national assessments.
- Standards at age eleven remain below those of similar schools.
- There is some good teaching in the subject.
- The newly appointed subject leader is enthusiastic and is keen to bring about improvements.
- Work done on problem-solving is effective in providing pupils with problem-solving strategies, but more work on investigations needs to be done.
- Opportunities for pupils to use mathematics in other subjects need to be planned more systematically.

### Commentary

60. From the evidence during the inspection, standards in the subject are below what are expected for pupils at age seven and age eleven. The results of the 2003 national assessments are encouraging for standards at age seven. Results obtained were above the national average for all schools and well above the average for similar schools. The results of higher attainers were also above those in similar schools. Unfortunately, the inspection evidence indicates that these good results will not be duplicated next year. Standards at age eleven from the 2003 national assessments are well below the national average for all schools and below the average for similar schools. The percentage of pupils attaining the higher levels at age eleven is within the bottom five per cent of similar schools. Boys perform slightly better in the national assessments than girls. Pupils with special educational needs make similar progress to their classmates. The school is taking measures to improve standards in the subject with the support of the LEA.
61. The quality of teaching is mostly satisfactory, with some good and in one case very good teaching. The teaching in both Year 1 classes was judged to be good, along with teaching in one of the Years 5 and 6 classes. An example of very good teaching was seen in Years 3 and 4. Where teachers' subject knowledge in Years 3 to 6 was not secure misconceptions were not immediately challenged and teachers were not able to capitalize on learning opportunities to move pupils' learning on further. Strengths noted in good and very good teaching were:
- Well-paced lessons, without too much time spent just listening to the teacher.

- Good use of the plenary session to assess how well the learning objectives have been achieved.
- Carefully chosen, differentiated activities that provide a challenge to pupils of all ability levels.
- The encouragement by teachers of the use of informal methods of calculation.
- Opportunities for pupils to reflect, to discuss and to explain their work with partners and to the teacher.
- Assessment methods, such as the traffic light system, to assess pupils' progress during the lesson.
- Secure subject knowledge of teachers, allowing them to assess pupils' immediate learning needs and to provide for them within the lesson.

62. There is an appropriate focus on numeracy skills and this is improving pupils' skills in this area. Planning is based on the National Numeracy Strategy to ensure progression. Planning should also make due allowance for developing skills and consolidating pupils' knowledge in other areas of mathematics and improving their investigative and problem-solving skills. The school's use of a problem-solving day when, once a week, numeracy lessons have a problem-solving theme, is effective in this respect.
63. The newly appointed mathematics subject leader is enthusiastic and is keen to bring about improvements in the subject. He has a clear overview of standards throughout the school, with the help of detailed data analyses of optional assessment results produced by the LEA. The use of this information to inform teachers' planning and teaching and to set targets for improvements within each year group is not yet established. He has undertaken one dual observation with the headteacher of a mathematics lesson. A timetable which allows for only one lesson observation per year of each class may not be sufficient to bring about or to evaluate improvements in teaching and learning.

### Mathematics across the curriculum

64. Pupils use mathematics as part of their work in other subjects, such as using bar graphs and tables to record data in science. However, opportunities for pupils to use mathematics across the curriculum and to develop mathematical skills within other subjects are not planned in any systematic way.

## SCIENCE

Provision in science is **satisfactory**.

| Standards                                 | Years 1 and 2<br>Average | Years 3 to 6<br>Average |
|---|--------------------------|-------------------------|
| Achievement                               | Good                     | Good                    |
| Teaching in the subject                   | Satisfactory             | Satisfactory            |
| Leadership in the subject                 | Satisfactory             |                         |
| Improvement since the previous inspection | Good                     |                         |

### Main strengths and weaknesses

- Pupils are enthusiastic and enjoy science.
- The focus on investigations has had a positive impact upon both teaching and learning.
- Themed "Science Weeks" stimulate interest and excitement in the subject.
- There is inconsistency in the marking and assessment of pupils' work.
- Curriculum monitoring and evaluation is insufficiently rigorous and consistent.
- There is insufficient use of ICT to support learning.

### Commentary

65. The level of improvement since the last inspection is good, overall, with significant improvement in Year 2, particularly when compared with similar schools.
66. The standards achieved by pupils are in line with national expectations by Year 2 but below in Year 6. Pupils in all year groups enjoy their science lessons and are enthusiastic about what they have learned. Teaching is at least satisfactory, with some good lessons observed. Teachers enjoy using an investigative approach and have appropriate subject knowledge. As a result, pupils achieve as well as those in similar schools, although fewer pupils achieve the higher levels. Pupils with special educational needs achieve well with support from both teachers and teaching assistants.
67. Pupils are keen to talk about their work. Year 2 pupils are confident in explaining their findings when investigating the properties of different materials. They describe how some could be bent, stretched and twisted whilst others were rigid and could not be manipulated. Years 3 and 4 pupils become “expert geologists” when studying different types of rock, considering texture, colour and strength. They use comparison tables, descriptors and tools to identify rock samples, discussing their findings with a partner before completing their results charts. Year 6 pupils plan an investigation to test which materials will reflect light. They use an investigation prompt sheet in their planning, which outlines their requirements, the strategies they will use and ensures that their tests are fair. Girls and boys receive equal opportunity to progress in lessons.
68. Practical learning strategies, alongside the annual Themed “Science Weeks”, ensure that pupils’ interest in the subject is stimulated. Recent themes include “Weather” week, “Circus” and “Bob the Builder” in liaison with a range of external agencies, including Rolls Royce, Powergen, the Royal Air Force and Shell education. The school achieved the “Healthy Schools” award in 2003, bringing health and diet into the science curriculum.
69. Some teachers use very effective marking strategies, in which developmental points for pupils’ improvement are indicated with pupils’ responses; but this is inconsistent across the school. Teachers plan different tasks for pupils, providing challenge for the more able whilst teaching assistants support those with special educational needs effectively. This differentiated planning results in greater pupil independence and confidence in their learning. Pupils record their work using a range of strategies, including charts, diagrams and graphs; however, there is insufficient use of ICT to support and extend their scientific knowledge and skills.
70. The science subject leader is enthusiastic about the subject and has good subject knowledge. An action plan for science has recently been developed and some monitoring of pupils’ work undertaken. Curriculum monitoring and evaluation needs more rigour and consistency. There is insufficient monitoring of teacher planning to ensure that all elements of the curriculum are fully covered and insufficient lesson observation to monitor delivery and share good practice. Assessment strategies are not fully effective, resulting in significant variation between teacher assessment levels and the actual levels achieved by pupils in the end of Key Stage 2 tests. A target system has been introduced. However, pupils are unsure of personal targets and what they need to do to improve or reach the higher levels.

## INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **unsatisfactory**.

|  | Years 1 and 2                                       | Years 3 to 6   |
|--|---|----------------|
| <b>Standards</b>                                 | Below average                                       | Below average  |
| <b>Achievement</b>                               | Unsatisfactory                                      | Unsatisfactory |
| <b>Teaching in the subject</b>                   | No judgement possible – little direct teaching seen |                |
| <b>Leadership in the subject</b>                 | Unsatisfactory                                      |                |
| <b>Improvement since the previous inspection</b> | Unsatisfactory                                      |                |



## **Main strengths and weaknesses**

- Standards have declined since the previous inspection.
- Pupils are not acquiring the necessary skills of ICT because of a lack of consistency in providing the full National Curriculum.
- Leadership and management of the subject are unsatisfactory.
- ICT is insufficiently used across the curriculum.

### **Commentary**

71. From the evidence available, standards in the subject are below what is expected for pupils at age seven and age eleven. Standards have declined since the previous inspection, when they were found to be in line with national expectations. Pupils are not making satisfactory progress because staff are not providing the full curriculum in the subject and there is a lack of consistency in provision. For example, there are two classes in which ICT features are timetabled but this is not the case in other classes within the same year groups.
72. No ICT lessons were taught during the inspection so it is not possible to judge directly the quality of teaching in the subject. Examples of ICT work seen in a few classrooms and discussions with pupils from Year 3 and from Year 6 indicates pupils enjoy using ICT and that some areas of the ICT curriculum are covered. Pupils use a painting program in Year 1 and Year 2 and a Roamer<sup>3</sup> to do some work on control. In Year 3 and Year 4, pupils use a database program to enter information about themselves. In Year 5 and Year 6, pupils use a traffic control program to extend their knowledge on control. Pupils use the computers to make neat copies of written work using a word processing program. Spreadsheets are also introduced. There is an Internet safety policy, which requires parents to give permission for their child to have access to the Internet at school. However, there was no evidence of pupils using computers to e-mail or using the Internet to search large databases. Other areas of the National Curriculum in ICT, such as multimedia presentations, are also not covered. Much of the work done in class appears to be of the drill and practice type such as times tables.
73. Leadership and management of the subject are unsatisfactory. There is no clear overview of standards and coverage of the curriculum is not monitored and evaluated. The school is adequately resourced for ICT. Most classes have two computers with Internet connection. The school has a data projector, which allows what is on the computer screen to be seen by a class of pupils more easily.

### **Information and communication technology across the curriculum**

74. The use of ICT across the curriculum is becoming established but needs to be further developed to ensure that links are planned. Drill and practice type programs are used for developing numeracy and literacy skills and for consolidating concepts in science and other subject areas. The use of the data projector in classrooms is effective in promoting the use of ICT across the curriculum, especially as a tool for teaching.

## **HUMANITIES**

Provision for humanities was not a focus for this inspection. Work in history was sampled but there was no evidence submitted for geography. There was insufficient evidence to make a judgement about geography. Apart for one lesson in a Year 2 class, no other geography was observed. Children's books contained no evidence of any geographical input during the present term. This is because geography is not planned for, except in Year 2. As only one lesson was seen it was not possible to make a judgement about the quality of teaching. The role of the subject manager is underdeveloped.

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<sup>3</sup> Roamer: a programmable moving toy.

## History

Provision for history is **satisfactory**.

|  | Years 1 and 2                                       | Years 3 to 6 |
|--|---|--------------|
| <b>Standards</b>                                 | Average   | Average      |
| <b>Achievement</b>                               | Satisfactory  | Satisfactory |
| <b>Teaching in the subject</b>                   | No judgement possible – little direct teaching seen |              |
| <b>Leadership in the subject</b>                 | Unsatisfactory                                      |              |
| <b>Improvement since the previous inspection</b> | Satisfactory  |              |

### Main strengths and weaknesses

- Opportunities for first-hand experiences, particularly in the locality, are good.
- The role of subject leader is underdeveloped.

### Commentary

75. Standards in history, by the end of Year 6, are on course to be broadly in line with national expectations. Standards have been maintained since the last inspection. Pupils enjoy a topic about the Victorians and are encouraged to use their literacy skills to record information. However, there is limited evidence of pupils having many opportunities for extended writing in this subject. There was insufficient recorded evidence to make a judgement about standards by the end of Year 2.
76. Only one history lesson was seen in Years 5 and 6 so it is not possible to make a judgement about the quality of teaching. Pupils benefit from studying the local area to understand how changes in industry and transport links affected the town during the Victorian era and how it compares with the town today. These first-hand experiences benefit the pupils as they can see for themselves how the town has changed.
77. The monitoring role of the subject leader is underdeveloped. There has been no opportunity or expectation that teachers' planning will be checked or that pupils' books will be looked at to ensure coverage. Neither have any teachers been observed delivering the subject. This is an area for further development to ensure that all aspects of the subject are being taught and that relevant skills are learnt.

## Religious education

Provision for religious education is **satisfactory**.

|  | Years 1 and 2                                       | Years 3 to 6 |
|--|---|--------------|
| <b>Standards</b>                                 | Meet expectations of local syllabus                 |              |
| <b>Achievement</b>                               | Satisfactory  |              |
| <b>Teaching in the subject</b>                   | Little direct teaching seen – no judgement possible |              |
| <b>Leadership in the subject</b>                 | Unsatisfactory                                      |              |
| <b>Improvement since the previous inspection</b> | Satisfactory  |              |

### Main strengths and weaknesses

- Relationship with the local church; the vicar is a regular visitor.
- The use of assembly themes to support learning in religious education.
- The role of the subject leader is underdeveloped.

## Commentary

78. Evidence of standards in religious education by end of Year 6 was gathered from various sources: work in pupils' books, one lesson observation, assemblies, discussions with both the subject leader and a group of Year 6 pupils. Pupils are on course to achieve broadly in line with the expectations of the locally agreed syllabus. Pupils appreciate how important religion is to those who believe and that one should have respect for different faiths and cultures. However their knowledge about other faiths is not secure. They recalled information about Islam, because this is the religion they are currently studying. They could remember little about Judaism although this had been covered in previous years. For example, they could not recall the name of the place of worship used by Jews or the name of their special book. They were more familiar with details about Christianity and talked about the Bible, Jesus and his stories. They enjoyed visits to the church, both for services and as a place of worship. They had also been to a mosque. These visits help to enhance pupils' understanding of the importance of religion. As only one lesson was observed, it is not possible to make a judgement about the quality of teaching.
79. Assemblies are used to enhance pupils' understanding of other faiths, as well as Christianity. During assembly, celebratory customs from other cultures are discussed and stories from other faiths are used to illustrate the themes. The local vicar regularly attends school and, as part of his role, takes a class assembly. The assembly often has a connection with the religious education topic of the class. For example, the vicar talked to a Years 3 and 4 class about the symbols of Christianity, thus forging links with their topic. The monitoring role of the subject leader is underdeveloped. There has been no opportunity or expectation that teachers' planning will be checked or that pupils' books will be looked at to ensure coverage. Neither have any teachers been observed teaching in the subject. This is an area for further development to ensure that all aspects of the subject are being taught and that previous learning is built on to ensure that pupils develop a good understanding of faiths and cultures.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

80. No art lessons were observed during the inspection. No judgement can be made on standards in this subject and comments are based on observation of work and display, discussions with pupils and the subject leader. The art curriculum is organised on a two-year cycle to take account of the mixed-age classes, but it was unclear from observation of work as to which cycle was being followed. There is insufficient monitoring of teachers' planning and lesson delivery to ensure full coverage of curriculum requirements. This results in a lack of continuity in teaching and progression in pupils' learning.
81. In Year 2, pupils worked with paint and collage to create self-portraits, and younger pupils worked on 3-D models using a variety of media. No observational drawing, work from other cultures, scaled drawing or consideration of the work and styles of artists was seen. Pupils had difficulty remembering art techniques that they had used and were unsure of the names and styles of artists. Classroom display demonstrated a reliance on teacher-generated work using key words and photocopied illustrations rather than creative pieces designed by pupils. During the inspection, visitors from the Nottingham Playhouse worked with pupils from every class in the school to create life-sized 3-D models of characters from *Aladdin*. The finished product was very impressive and included a treasure chest containing jewels, all displayed in the school hall with titles and captions. The pupils were proud of their work and were keen to talk about both the artwork and drama activities that they had enjoyed during the sessions.
82. In music, no lessons were observed, although the school was heard singing in assemblies. Standards in music have not been maintained since the previous inspection because of the lack of provision. The subject leader's class is the only one in the junior section to have music as a timetabled subject. Pupils in Year 1 and Year 2 have singing/music lessons timetabled. The leadership and management of the subject are unsatisfactory. A commercial scheme has been purchased recently to support teaching and learning in the subject but the curriculum is

not monitored nor has the introduction of the scheme been evaluated. A choir and recorder groups taught by a peripatetic music teacher enhance the music in the school. However, this is open only to a limited number of pupils.

83. In physical education, the only lessons seen were in Year 1. No overall judgements can be made about standards or the quality of teaching. Plans for the subject imply that there is adequate curriculum coverage. The teaching seen was good and pupils' learning was also good in the short term. Pupils frequently work in the hall in bare feet, which is good practice. However, the floor is frequently not clean enough for this, as it is used for assembly and not cleaned afterwards. Inevitably, pupils bring dirt and grit into the hall on their shoes during inclement weather. There is a satisfactory range of equipment to support the curriculum. Large equipment is stored around the walls of the hall. In the lessons seen, the teachers were particularly careful to brief pupils about the health and safety risks associated with this stored equipment, that they performed within limitations to prevent accidents. There is a good supply of small equipment for outdoor use, but this is difficult to access for teachers of younger pupils as it is stored at the back of a classroom in the other building. The subject leader benefits from extensive opportunities for professional development, which he feeds back to colleagues. However, the school expectations of the role are low. There has been no opportunity to see other people's lessons or to develop a whole-school strategy for keeping track of pupils' progress. Pupils benefit from a range of after-school and competitive opportunities, including gym club and a sports day.

### Design and technology

Two lessons, both in Key Stage 2, were observed during the inspection. It is not possible to make a firm judgement on standards on this basis. In addition to observing lessons, inspectors examined pupils' work and talked to teachers and pupils.

Provision for design and technology is **satisfactory**.

|  | Years 1 and 2  | Years 3 to 6 |
|--|--|--------------|
| <b>Standards</b>                                 | No judgements possible – insufficient evidence available |              |
| <b>Achievement</b>                               | No judgements possible – insufficient evidence available |              |
| <b>Teaching in the subject</b>                   | Satisfactory where seen                                  |              |
| <b>Leadership in the subject</b>                 | Unsatisfactory   |              |
| <b>Improvement since the previous inspection</b> | Insufficient evidence                                    |              |

### Main strengths and weaknesses

- Pupils enjoy their lessons.
- School visits and external providers enrich the curriculum.
- Monitoring and evaluation are insufficient to ensure full curriculum coverage across the school.

### Commentary

84. Years 3 and 4 pupils talked enthusiastically about their topic on ancient Egypt. They used reference books as a stimulus for creating burial chambers from shoeboxes, filled with a variety of artefacts and a sarcophagus from cardboard. They constructed clay pots, then used nets to design and make pyramid-shaped containers to hold them. During the observed lesson, pupils evaluated these designs and made suggestions about improvements, offering advice to others and listening carefully as others advised them. They explained their task confidently and were keen to participate in both the design, making and evaluation elements of the activity. Good subject knowledge and very good relationships established by the teacher made learning interesting and accessible for all the class.

85. Educational visits to “Make It!” in Mansfield and to the Elliott Durham Technology centre provide pupils with wide-ranging creative experiences with emphasis on design and make techniques. Photographic evidence captures individuals and groups of pupils proudly displaying their completed work, including models and moveable toys. The annual themed weeks have a strong design and technology focus and pupils created masks and models during “Circus” and measurement and collection tools during “Weather”. Partnership with Mand M Productions provides stimulus through *The Lion, the Witch and the Wardrobe* production to designing board games, which are laminated and contain instructions for players.
86. The curriculum is planned on a two-year cycle to take account of the mixed-year classes in Key Stage 2, but insufficient monitoring of teacher planning and delivery is undertaken to ensure full curriculum coverage. Teachers have a limited understanding of individual pupil progress and the depth of pupil knowledge and understanding in this subject.

### **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

87. No lessons of direct teaching of personal, social and health education (PSHE) and citizenship were seen during the inspection. The school allows an appropriate element of discretionary curriculum time for each class to be taught PSHE. The benefits and outcome of this can be seen in the good behaviour, attitudes and values shown by pupils. There is an appropriate scheme of work, partly taught through dedicated time and partly taught through other subjects, particularly science. The school teaches appropriate messages about personal standards, supports the development of personal and inter-social skills and explains to pupils the dangers and hazards of drug, alcohol and tobacco abuse.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i>  | <i>Grade</i> |
|--|--------------|
| <b>The overall effectiveness of the school</b>                       | <b>5</b>     |
| How inclusive the school is  | 5            |
| How the school's effectiveness has changed since its last inspection | 5            |
| Value for money provided by the school                               | 5            |
| <b>Overall standards achieved</b>                                    | <b>5</b>     |
| Pupils' achievement  | 4            |
| <b>Pupils' attitudes, values and other personal qualities</b>        | <b>3</b>     |
| Attendance   | 5            |
| Attitudes  | 3            |
| Behaviour, including the extent of exclusions                        | 3            |
| Pupils' spiritual, moral, social and cultural development            | 3            |
| <b>The quality of education provided by the school</b>               | <b>5</b>     |
| The quality of teaching  | 4            |
| How well pupils learn  | 4            |
| The quality of assessment  | 4            |
| How well the curriculum meets pupils' needs                          | 5            |
| Enrichment of the curriculum, including out-of-school activities     | 4            |
| Accommodation and resources  | 5            |
| Pupils' care, welfare, health and safety                             | 5            |
| Support, advice and guidance for pupils                              | 3            |
| How well the school seeks and acts on pupils' views                  | 4            |
| The effectiveness of the school's links with parents                 | 3            |
| The quality of the school's links with the community                 | 3            |
| The school's links with other schools and colleges                   | 3            |
| <b>The leadership and management of the school</b>                   | <b>5</b>     |
| The governance of the school   | 5            |
| The leadership of the headteacher                                    | 5            |
| The leadership of other key staff                                    | 5            |
| The effectiveness of management                                      | 5            |

*Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).*