

INSPECTION REPORT

ABBAY ROAD PRIMARY SCHOOL

Nottingham

LEA area: Nottinghamshire

Unique reference number: 122599

Headteacher: Mr K Herrington

Lead inspector: Mr G Derby

Dates of inspection: 16 – 18 November 2004

Inspection number: 269609

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Community
Age range of pupils: 4 to 11 years
Gender of pupils: Mixed
Number on roll: 375

School address: Tewksbury Close
West Bridgford
Postcode: NG2 5ND

Telephone number: 0115 974 8055
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Appropriate authority: The governing body
Name of chair of governors: Ms Deborah White

Date of previous inspection: February 1999

CHARACTERISTICS OF THE SCHOOL

Abbey Road Primary school, situated in West Bridgford to the South of Nottingham, is a highly popular school with parents. The area from which pupils come is relatively advantaged. However, the percentage of pupils eligible for free school meals has been increasing over the past few years and is now broadly in line with the national average.

There are no pupils with English as an additional language who are at the early stages of learning English although there is very small number of pupils from a wide range of ethnic groups. The largest group is from British Indian (13 pupils) or Pakistani (15 pupils) heritages. The percentage of pupils with special educational needs is below the national average; there are no pupils with a Statement of Special Educational Need. Pupils' attainment on entry to the reception class is currently in line with children of a similar age, although it does vary from year to year and is sometimes above average.

The school received the School Achievement Award in 2000, the Healthy Schools Award and Investor in People Award (IIP) in 2003, and the FA Charter Standard in 2004.

The school has faced a number of difficulties in relation to its staffing since the end of the summer term. A long standing deputy headteacher retired and has not yet been replaced. Four teachers have taken maternity leave and two have left earlier than expected. Two are members of the senior management team which is therefore currently depleted. At the time of the inspection, four teachers were temporary and one was unqualified. Other staff were in temporary positions to support the leadership of areas left vacant by absent staff. In addition to the school's current staffing difficulties, the school faced budgetary difficulties in 2003 due to unforeseen circumstances, and had to set a deficit budget.

INFORMATION ABOUT THE INSPECTION TEAM

| Members of the inspection team | | | Subject responsibilities |
|--------------------------------|----------------|----------------|---|
| 25349 | George Derby | Lead inspector | Science Information and communication technology Special educational needs English as an additional language |
| 9334 | Jenny Mynett | Lay inspector | |
| 14842 | Stephanie Cook | Team inspector | Foundation stage Geography History Religious education Personal social and health education |
| 32831 | Terry Walker | Team inspector | Mathematics Art and design Design and technology |
| 22092 | Derek Watts | Team inspector | English Music Physical education |

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a very effective school. Pupils achieve very well because of the very good emphasis on their personal development and the very strong teaching which challenges pupils academically. The high degree of attention to pupils' individual needs means that they do very well in relation to their personal goals. Standards are high as a result. Leadership and management are very good; there is very good teamwork by all staff and very strong support by governors. The costs to educate a pupil are extremely low; the school provides excellent value for money.

The school's main strengths and weaknesses are:

- The headteacher's very good leadership inspires staff and pupils and engenders a very strong community spirit and ethos.
- The school highly values pupils' academic and personal successes and builds their self-esteem.
- Over the past four years, the school has helped the pupils to reach consistently high standards overall in the national tests by the time they leave the school at the end of Year 6.
- Pupils' achievement is very good in English, mathematics and science.
- The very good care and support for pupils is based on values which underpin the day-to-day working of the whole of the multi-ethnic school community.
- Staff inspire the pupils and give them every encouragement; staff have the highest commitment to ensuring that each individual pupil does their very best.
- Pupils have very positive attitudes and put a great deal of effort into their work; they try very hard to meet the high level of challenge set by their teachers.
- The very strong relationship between pupils and staff and between staff themselves creates a very positive climate for learning.
- Planning, assessment and, occasionally resources, in subjects such as art and design, design and technology, geography and religious education, are not as strong as in other subjects.

Since the school was inspected five years ago it has improved well. There were no key issues and the school has addressed the minor points for improvement adequately. A planned programme for design and technology in Years 1 and 2 now enables the pupils to progress in their knowledge, skills and understanding. An act of collective worship now takes place each day. Standards have been consistently high and pupils' achievement improved. The school has opened up its facilities to the local community so that benefit is derived from the use of the building.

STANDARDS ACHIEVED

| Results in National Curriculum tests at the end of Year 6, compared with: | all schools | | | similar schools |
|---|-------------|------|------|-----------------|
| | 2002 | 2003 | 2004 | 2004 |
| English | A | A | A | C |
| mathematics | A | B | A* | A |
| science | B | B | A | A |

*Key: A - well above average; B - above average; C - average; D - below average; E - well below average.
Similar schools are those whose pupils have attained similarly at the end of Year 2.*

The high level of attention that staff give to pupils' individual needs and the high expectations they have of them are the main reasons that **pupils' achievements are very good** for all groups. Pupils' achievement is very good in English, mathematics and science. It is good in ICT and satisfactory in religious education. Teachers' knowledge of pupils' skills and progress is very good in English, mathematics and science; staff use the school's very detailed analysis of pupils' progress to very positive effect when planning for pupils. The majority of children enter the school with skills, knowledge and understanding which are similar for their age to others or sometimes slightly above this. They leave the school in Year 6 with standards which are well above the national average overall. Standards in Year 6 are currently high for English, mathematics and science. They are above the level expected in ICT. The school's targets for 2005 in English and mathematics are

challenging and set at a high percentage. The school is on course to reach or even exceed these. The school's results in English in the 2004 tests were well above the national average overall, but were average when judged against similar schools. This was because fewer pupils than expected attained at the higher level in writing. The school has rigorously addressed this. Similarly, it has been very successful in raising the results in science through a focus on improvement in pupils' investigation skills. Results at the higher level in the tests were exceptionally high in mathematics and well above average in science. The results of national tests and assessments at the end of Year 2 in 2004 were well above the national average and those of schools with a similar percentage of free school meals. Standards seen on the inspection at the end of Year 2 were well above average in reading, writing and mathematics, and above average in science and ICT.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**. Opportunities for self-knowledge and reflection are very good. The school's very strong moral code enables pupils to fully understand right from wrong. The school fosters excellent relationships and racial harmony. Diversity is fully celebrated and this makes a very good contribution to their understanding and awareness of cultures other than their own. Pupils learn to be good citizens, making a very strong contribution to the wider community. The pupils are very keen learners and behave very well. Attendance is very good; punctuality is good overall.

QUALITY OF EDUCATION

The quality of education is **very good**; the quality of teaching and learning is **very strong**. It is good in the Foundation Stage and Years 1 and 2. It is very good in Years 3 to 6. High quality planning ensures that work is very well matched to the pupils' needs and abilities. Very strong introductions set the scene for pupils' learning and build very well on what they have learned previously. Staff manage pupils very well, give them very high levels of encouragement and expect a great deal from them. Pupils work very hard and productively as a result. Teaching assistants know the pupils very well and provide very good support. Other aspects, such as the good curriculum with the good opportunities to enrich pupils' learning, the very good quality of care and support for pupils, and the very good links with parents and the community, very strongly contribute to the pupils' opportunities and progress.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good** and governance is **very good**. The headteacher's and governors' determination for high academic standards and their high regard for pupils' personal skills results in very well rounded children ready for the next stage of their education. Governors are very supportive and challenge the work of the school very well. They know its strengths well and receive a wealth of information from the headteacher and staff about its development. There is a very strong vision for the future of the school, with high quality planning to support this. Co-ordinators' roles are well developed. Despite the staffing difficulties the school has faced, the headteacher prepared the school well for its inspection.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views of the school and highly praise what it achieves. Some think there could be better emphasis on subjects other than English, mathematics and science. Inspectors agree with this and the school has made good start in addressing this.

IMPROVEMENTS NEEDED

The most important thing the school should do is:

- Raise standards in art and design, design and technology, geography and religious education by improving resources where these are limited, providing better planning and links between these and other subjects, and building in opportunities for the use of ICT and literacy skills.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The school's results in the national tests taken at the end of Year 2 and Year 6 are usually above average overall. Standards are currently above average by Year 2 and well above average by Year 6. The pupils' achievement is very good overall. It is good in the Foundation Stage and Years 1 and 2 and very good in Years 3 to 6. There is no significant difference in the attainment of the different groups of pupils in the school.

Main strengths and weaknesses

- Standards are well above average by the time the pupils leave the school in English, mathematics, and science; overall, pupils' achievements are very good in these subjects.
- In ICT, standards are above the level expected for pupils' ages and pupils achieve well.
- The school's approach to monitoring standards is rigorous and ensures that pupils do as well as possible.
- The school is planning to raise standards in some non-core subjects such as art and design and design and technology and geography by making better links between subjects.

Standards in national tests at the end of Year 2 – average point scores in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| reading | 16.9 (17.4) | 15.8 (15.7) |
| writing | 16.3 (16.5) | 14.6 (14.6) |
| mathematics | 17.6 (18.2) | 16.2 (16.3) |

There were 57 pupils in the year group. Figures in brackets are for the previous year.

Standards in national tests at the end of Year 6 – average point scores in 2004

| Standards in: | School results | National results |
|---------------|----------------|------------------|
| English | 28.6 (29.6) | 26.9 (26.8) |
| mathematics | 30.7 (28.2) | 27.0 (26.8) |
| science | 31.0 (29.4) | 28.6 (28.3) |

There were 54 pupils in the year group. Figures in brackets are for the previous year.

Commentary

- 1 The headteacher has successfully raised standards. He has worked very hard to create very high expectations and has thoroughly analysed pupils' performance each year to ensure that any weaknesses are identified and quickly addressed. Senior staff know precisely where the pupils need help and keep a careful check on the achievement of the different groups of pupils. Pupils with special educational needs are very well supported by class teachers and teaching assistants, with work that is very well matched to their particular levels and needs. The school's self-critical approach also leads staff and pupils to examine carefully how they can do things better. A highly competent senior management team and very good support by governors have led to rigorous monitoring of the school's work to identify how the school's provision can improve. The work by co-ordinators has had a very positive effect. The strong determination of staff and the very good quality of teaching and learning contribute to the school's high degree of success.

- 2 At the time of the previous inspection, standards in English, mathematics and science in Years 1 and 2 were average with all groups of pupils making sound progress. In Years 3 to 6 standards in English and mathematics were above average and high in science. The progress that pupils made in all three subjects was good.
- 3 Standards have risen well, and in some subjects significantly so, compared to those seen in the last inspection. There has been some slight variation in the pupils' performance over the years depending on the ability of the groups of pupils taking the tests. However, standards have generally been above average in the Year 2 and Year 6 national tests overall. The school has focused well on improving standards in science and in 2004 the pupils' results in Year 6 were well above average having been above average in the previous three years and lower than the standard attained in English and mathematics.
- 4 The school's own tracking of pupils' progress for 2004 shows that pupils made very good progress overall year-on-year. The exception to this was a small number of girls in mathematics who were outperformed by boys in Years 2 and 6. In English, girls did much better in the Year 2 tests and only slightly better in the Year 6 tests (and to a lesser extent than the national picture). The national tests indicate that this was greater than the national picture. However, this picture varies each year according to the abilities of pupils. The school is vigilant in addressing issues and keeps close eye on the attainment of different groups. The school's data shows that pupils with special educational needs and the small numbers from the different minority ethnic groups make progress at a similar rate to other pupils. This is because of the highly inclusive nature of the school and the very good support for pupils with learning difficulties.
- 5 In 2004, the overall picture of pupils' attainment in the national tests was one of high standards in both Year 2 and Year 6. Pupils' attainment in the English and mathematics tests was well above the national average in Years 2 and 6. Teachers' assessment in science showed that it was very high for pupils reaching the expected level (Level 2) in Year 2 but average for those reaching the higher level (Level 3). Standards were well above average in the Year 6 tests. Compared with similar schools, standards in reading, writing and mathematics were well above average in Year 2. In Year 6, they were average in English but well above average in mathematics and science. The school has recognised that more has needed to be done to raise the profile of writing and improvements were clearly evident during the inspection.
- 6 Throughout the school most pupils, including higher attainers and those with special educational needs, achieve very well because of the very good teaching they receive. Pupils' speaking and listening skills develop very well and are well above average because they are provided with very good opportunities to acquire and apply these skills. Standards in reading are above average in Year 2 and well above average in Year 6. The higher than usual proportion of boys with special educational needs has accounted for standards in Year 2 being above average rather than well above average. Writing has been a recent focus for improvement. As a result, standards in writing are well above average across the school. In mathematics, the current work seen reveals high standards in Years 2 and 6. The pupils' achievement is very good. Challenging activities with a clear focus on using and applying their skills in a range of contexts has led to pupils developing a high level of skill in the subject. Standards are high by Year 6 in science because pupils receive a very good grounding in all aspects of science. The quality and depth that pupils study the subject to is considerable. The programme of study now very strongly supports investigation and experimentation skills from the earliest stages.
- 7 The school has improved its provision for ICT considerably since the last inspection. It now provides pupils with good quality teaching and regular access to computers mostly in the computer suite. Pupils achieve well and reach standards above those expected for their age in both Year 2 and Year 6. In Year 6 pupils are highly competent in considering the needs of their audience when constructing a multimedia presentation.

- 8 While the pupils achieve good or very good standards in a number of subjects, standards in some other subjects, such as geography, history and religious education, are not as high as the rest. Although it was not possible to make judgement in a few subjects, such as art and design and design and technology, the programmes of work, although satisfactory, are not as well developed or as interesting as those for English, for instance. Assessment procedures have not always been sufficiently developed. The school has started to better link literacy, ICT and history and this is having clear benefits for pupils. This has not yet happened in other subjects, although the school clearly intends to develop the subjects in this way.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good and they behave very well. Relationships in school between pupils and with staff are very good. Pupils' spiritual, moral, social, cultural and personal development are very good. Pupils are happy and enjoy coming to school. Attendance is very good.

Main strengths and weaknesses

- Pupils' very good attitudes and behaviour enable them to make very good progress because they are highly motivated and eager to learn.
- The very good relationships between staff and pupils and amongst the pupils themselves promote a positive learning environment.
- The provision for pupils' moral, social and cultural development is very good and contributes very effectively to pupils' personal development.
- Attendance is higher than other schools and punctuality is generally good.

Commentary

- 9 Both pupils and parents express very positive views about their school. Parents are pleased that their children are happy and enjoy school. They feel that the teachers' encouragement and expectations help their children to become mature and responsible, developing confidence and independence. As a result pupils work hard to achieve their best and make very good progress. Pupils are very enthusiastic and like *'everything about the school'*. They feel it is *'a very good school'*, *'people are friendly and new people settle in easily'*. The children in the reception class develop positive attitudes to their work and learning. They show confidence and concentrate well on their different activities and lessons, and readily share their toys and resources. The children are likely to exceed the goals set for them in personal and social education by the end of the year because their achievement is so high.
- 10 Teachers have very good ways of managing pupils and pupils' behaviour is very good both in lessons and around the school. Teachers have high expectations of how pupils should conduct themselves and make these clear. The school has very good systems for dealing with the very few incidents of disruptive behaviour. The lunchtime 'think tank' provides an opportunity for pupils to reflect on their unsatisfactory behaviour, how it may prevent others learning, and what action they should take in future. This approach is very effective. Harmony is a strong feature of the school and pupils from different cultural and ethnic backgrounds mix happily together. The school has good systems in place to deal with any incidents of bullying, racism or oppressive behaviour. Pupils do not have concerns and know who to go to if they are unhappy. A number of Year 6 pupils have been trained to act as a 'playground squad' and successfully and with great maturity sort out any difficulties that occur.
- 11 Pupils' high level of personal development is reflected in their mature approach to work, and their confidence, self-esteem and willingness to undertake responsibility. The provision for pupils' spiritual development is very good. Pupils gain a good understanding of their own and other religions through the sensitive teaching in religious education lessons. Pupils' self-knowledge and spiritual awareness is consistently promoted each week during

assemblies and in the personal, social and health education lessons. Pupils show great respect for the values and beliefs of others. Whole school and class assemblies provide effective opportunities for collective worship and time to think and reflect each day.

- 12 Moral development is very good. Pupils respect the code of conduct and class rules, which they have helped to devise. They know right from wrong and are fully aware of how their actions affect others. The celebration assemblies encourage pupils to recognise and celebrate achievements of others. Pupils gain an awareness of others in the world such as the plight of refugees and homeless people through their support of charities both at home and overseas. The very good behaviour of pupils in and around the school is a result of a whole school ethos of respect for pupils, their developing maturity and self-discipline and is reflected in no pupil being excluded from the school for a number of years.
- 13 Social development based on mutual respect is particularly well developed, and results in constructive relationships being forged both between staff and pupils and among the pupils themselves. This promotes a good working environment and makes a very positive impact on their achievement. The older pupils act as very good role models and are very caring of the younger ones. Pupils accept responsibility readily and complete any tasks they have been given conscientiously. The class representatives and school council engender a good awareness of others as they seek to meet the needs of pupils in the school.
- 14 The provision for pupils' cultural development is very good. The school provides a wide range of opportunities for pupils to explore and learn about their own cultural heritage and the diversity of cultures represented in society. There is a rich provision offered through visits and visitors, within the curriculum in art and music and via opportunities to learn a musical instrument. Pupils learn about the festivals of different religions and gain a multi-cultural awareness through different stories and music played in assemblies.
- 15 Pupils are happy to come to school and are eager to learn. There are very few unauthorised absences. Parents are conscientious in contacting the school when their children are absent, and bring their children to school punctually in the mornings. The school monitors attendance rigorously and has appropriate systems to follow up absences and lateness.

Attendance in the latest complete reporting year (%)

| Authorised absence | | Unauthorised absence | |
|--------------------|-----|----------------------|-----|
| School data | 3.1 | School data | 0.2 |
| National data | 5.1 | 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 provided by the school is **very good**. The school's very good climate of care and respect for every individual, the good range of learning opportunities and very good teaching ensure that pupils flourish academically and personally. Relationships with parents are very good. They hold the school in high esteem and are supportive of what it does.

Teaching and learning

Teaching and learning are very good overall. The quality of teaching is good in the Foundation Stage and in Years 1 and 2. It is very good in Years 3 to 6. The assessment of pupils' skills and the way the school uses the information about pupils' skills knowledge and understanding is good.

Main strengths and weaknesses

- Teachers are very knowledgeable about their subjects.
- The very good way all pupils are encouraged to take part in activities and challenged mean that that they work very hard.
- The management of pupils is very good.
- Teaching is lively and interesting and engages pupils very well.
- There are many opportunities for working together.
- Assessment is used well to monitor pupils' progress and identify any who have particular individual needs, although it could be strengthened even more in some subjects by being tied in more to National Curriculum levels.

Summary of teaching observed during the inspection in 53 lessons

| Excellent | Very good | Good | Satisfactory | Unsatisfactory | Poor | Very poor |
|-----------|-----------|----------|--------------|----------------|------|-----------|
| 0 (0%) | 19 (36%) | 31 (58%) | 3 (6%) | 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.

Commentary

- 16 The headteacher has worked hard to ensure that the quality of teaching is as good as it could possibly be given the considerable depletion of a well-established workforce. He has also ensured that the best quality staff have been chosen to cover for absent colleagues and have been supported well in the time they have been in the school. The commitment by staff to the school and its pupils has resulted in a high level of mutual support and good induction, especially of newly qualified teachers. Staff who are currently absent keep in close touch as far as possible to ensure that new staff are fully informed and that handover is smooth. As a result, even the newest staff are familiar with the school's routines such as those for planning and have good information on the pupils and their skills. Overall, the teachers' knowledge of their subjects and the pupils' needs and abilities is very good.
- 17 Staff expectations are very high and pupils are given a high level of encouragement and support throughout the school. All this results in pupils working extremely hard and doing their best. Some very good examples of this were seen in the individual help given by teaching assistants supporting pupils with special educational needs. They provide work in small steps of learning, give lots of encouragement and praise, and ensure pupils gain success. A significant strength is the way teachers plan the right activities and pitch work at the correct level for pupils. Lesson plans show this very well and often make it clear what different groups will learn. For example, in a Year 2 science lesson, good account was taken of pupils' literacy levels in tasks that related to recording their findings about the properties of materials. However, plans do not yet always show specific work for gifted and talented pupils.
- 18 In most lessons teachers use introductions very well to recap on pupils' previous learning and to ensure they are clear about what they are learning. Pupils are clear about how their work will build on their earlier work. In ICT, introductions are difficult because there is a lack of equipment for demonstration, although the good support they receive in the practical part of the lessons ensures that pupils fully understand the procedures involved in the activity they are to undertake. Very good use is also made of a review session at the end of lessons to reinforce and assess new learning. Occasionally, these periods are short because staff have spent too long on introductions or on the practical part of the lesson.
- 19 In most classes there is a very good emphasis on pupils working together and tasks are made very interesting and are often very challenging. They readily help and support each other and there are many opportunities for them to discuss and consider the implications of

their ideas in lessons. The very good relationships with one another and their teachers mean that pupils are very eager to please, apply themselves very well and work very productively. The management of pupils and their behaviour is very strong and, as a result, there are very few behaviour difficulties. Teaching assistants are, on the whole, a skilful and informed group of staff who plan lessons closely with teachers and who usually have a clear role in lessons.

- 20 The quality of assessment is good overall, although assessment in a few subjects such as design and technology, art and design and geography is very new or is to be shortly introduced. The school has made a good improvement in the way in which it monitors pupils' progress in the core subjects of English, mathematics, and science as well as in ICT; this is helping to raise standards and improve the quality of teaching even further. Termly assessments are made in these subjects and test and assessment results are analysed. Teachers use the information gained to inform their future planning and to identify groups of pupils who may have specific needs.
- 21 The school has a system for tracking pupils' progress that is based on teachers' predictions for the level each pupil will achieve in the core subjects. These paper-based tracking records follow pupils from year to year and provide good information on their progress; however, they are unwieldy to use when comparing pupils in different groups. The co-ordinator has been trained in using software that is about to be introduced and which will provide a more immediate access to the large amount of data gathered. This will enable the school to make better and more efficient use of the information it has collected about pupils' progress. Marking of pupils' work is a strength, particularly in English. Marking is informative and work is marked in the core subjects against the targets which are set for pupils and which are displayed in their books. Pupils know their targets well and teachers give pupils good feedback as to how they are improving. This is motivating for pupils and gives them good information as to how they can do even better.
- 22 Assessment is good in the Foundation Stage where good use is made of the Foundation Stage profile and the teacher's own assessments at the beginning of the year. Children have simple targets displayed at the front of their formal work books and are beginning to understand what they are for.

The curriculum

The quality of the school's curriculum and the range of enrichment opportunities provided are good. The overall quality of the school's accommodation and resources is satisfactory.

Main strengths and weaknesses

- The school provides very well for the personal, social and health education of its pupils and ensures that all have equal access to the curriculum.
- Pupils with special educational needs are very well supported.
- There is a wide range of sporting activities both in school time and beyond, providing very good opportunities for participation.
- Pupils benefit significantly from staff who are very well qualified and matched to the curriculum areas they are responsible for.
- The school makes good use of its satisfactory accommodation but there are some limitations.
- Financial constraints have resulted in restricted resources in several curriculum areas.

Commentary

- 23 The school provides the full National Curriculum as required by law, and teaches religious education in line with the locally agreed syllabus. Good improvement has been made since the last inspection and the school has put in place guidance for art and design, history and music which ensure that the full programmes of study are taught. There is now a greater

understanding of the programme of study in design and technology, with teachers much more confident in their planning and teaching of the subject.

24. The introduction of both literacy and numeracy strategies have provided a very effective structure for the teaching of English and mathematics which has helped improve staff skills and raise standards. In fact, the school's comprehensive plans for most subjects support teaching very well. The school uses the time allocated to teaching well, for example by teaching subjects in a block or combining lessons to allow in-depth study of a topic or subject and to provide additional time. This gives teachers the option to focus on pupils' individual needs, especially if they have a gift or talent. This may be, for example, to support swimming skills, address a particular school priority or develop personal, social and health education. As a result, pupils' personal skills and particularly their personal development are very good. Pupils with special educational needs, in particular, are very well catered for and achieve very well. There are very good arrangements for the transfer of pupils to the secondary stage of education.
25. The curriculum is enhanced well by the wide-ranging opportunities for music and sporting activities outside the school day. The school orchestra and choir are well attended and provide pupils with opportunities to play and sing with others, extending their musical talents while preparing for various performances. Pupils are coached in a number of sports, such as football, netball and athletics, which results in them competing successfully against other schools and gaining a considerable number of awards. The range of other activities possible is limited by lack of space due to the after-school child club taking over the main hall each day. Lunchtime activities for older pupils include a computer and homework club and chess coaching. Year 6 pupils benefit from a residential visit, which helps develop their independence and self-confidence through opportunities for teamwork in a different environment. Additional support is provided to help some pupils improve their literacy and numeracy skills through 'booster' sessions held in the Easter holidays.
26. A number of strong curriculum innovations have been introduced including cross-curricular learning, thinking skills and special days. One of these, which involved the whole school in a mainly design and technology day, has had a really positive impact on pupils' learning. The theme of 'Year 3000' captured the interest of the pupils who could recall the activities they had participated in, from making costumes from 'junk' to mixing a healthy fruit cocktail. In order to raise attainment further in subjects such as art and design, design and technology, geography and religious education, the school is planning to link subjects more effectively. This has already provided a very effective way of teaching history, linking ICT and literary.
27. The school is well staffed in terms of its teachers. The school has nurtured a very strong workforce which has resulted in a smooth handover to temporary staff. There is an adequate number of teaching assistants, mostly to support pupils with special educational needs. In line with improving the provision for gifted and talented pupils, the school is developing their role to also meet the needs of the most able pupils.
28. The popularity of the school has put heavy demands on the school buildings. Internally, the school makes good use of the accommodation but some space is limited. Some classrooms and the hall are barely adequate for the number of pupils. The school does have an adequate computer suite and a food technology area but there is no medical room, music area or a central library. Some of the doorways are too narrow to allow wheelchair access, although the school is addressing some issues through its disability access plan.
29. Resources are good in English, mathematics, science, ICT, music and physical education and satisfactory for most other aspects of the school's work. However, there are limited resources to meet the requirements of the geography curriculum adequately.

Care, guidance and support

Systems to ensure pupils' health, safety and welfare continue to be very good and pupils receive good support and guidance during their time at school. Pupils value the fact that they are consulted and feel it is a safe and happy school.

Main strengths and weaknesses

- The school provides a very safe, caring and supportive environment where pupils can grow into happy confident individuals.
- The inclusive nature of the school ensures it provides for all pupils, including those with special educational needs as well as more able, gifted and talented pupils.
- Pupils feel they are consulted and have a voice in decision-making processes of the school.
- The school has not dealt effectively with the lack of storage space and the cluttered boiler room.

Commentary

30. This is a very caring school. The provision for pupils' health, welfare and protection is very good and parents are very pleased that their children are well nurtured and supported during their time at school. The school has appropriate arrangements for child protection with the headteacher as the named person. Procedures relating to health, safety and security are well thought through, risk assessments are undertaken and the governors take their responsibility for health and safety issues conscientiously. However, issues relating to the boiler room, highlighted in recent health and safety audits, need to be re-addressed. Lack of storage space has led to this area becoming cluttered again. Concerns over parking and considerable traffic congestion at the school gate are being addressed through a 'travel plan'. Parents have been consulted about this and reminded about the need to park well away and keep the entrance clear.
31. Procedures to monitor and support pupils' personal and academic development and progress are very good. Although there are a number of new and temporary teachers in the school, class teachers generally know their classes very well. There are good formal tracking systems in place to monitor and promote pupils academic and personal development. Older pupils' are now involved in target setting in some subjects as well as identifying personal targets. Self-assessment is well-established with individual and peer evaluation successfully promoted through different systems such as 'thumbs up' or 'smiley faces'. The school has very good systems in place offering support and guidance for those pupils with special education needs and involves the various outside agencies as necessary. Individual education plan targets are well thought out, clear and consider well the most important things a pupil needs to learn. Parents speak very positively about the school and feel it treats pupils fairly.
32. The induction process for new children entering the school is satisfactory. There is adequate information provided for parents and good links with pre-school playgroups. However, a number of parents felt that they would have liked more contact with the school and more visits prior to their children starting in the reception class. The inspection team agree that the school could offer more opportunities to address this. The transition to secondary schools is managed very well through regular visits and joint projects with secondary school staff. This ensures pupils' progression to the next stage of education is as smooth as possible.
33. Pupils are very happy and feel it is a safe and secure school. They are confident that there is always somebody they can talk to if they need help. Opportunities to consult with pupils and to take their views into consideration are very effectively developed through the school council. Pupils have recently surveyed their peers to ascertain their views, both about the school generally, which were very positive, and homework in particular. The homework survey showed that the pupils would like different types of homework, including practical

tasks. This information is being shared with staff. Pupils spoke enthusiastically about the different things that had been implemented arising from their discussions. They feel this encourages them to be more responsible and gives them a greater voice and involvement in the decision-making processes in the school.

Partnership with parents, other schools and the community

Parents have very positive views about the school. The partnership with parents and the local community continues to be very strong. The links with partner institutions are very good.

Main strengths and weaknesses

- The school has developed a very strong supportive parent body and parents hold the school in high regard.
- The school has forged very good links with the local community which help to enrich pupils' learning experiences.
- The very effective links with partner institutions promotes curriculum development and learning opportunities for pupils.

Commentary

34. The school's very close liaison with parents keeps them regularly informed and provides them with many opportunities to become actively engaged in their child's education both at home or in school. Parents are very supportive of the school and involved in their child's learning. This is having a very positive effect on pupils' learning and their levels of achievement. Most parents express high levels of satisfaction about the school's work. They think the school is well managed; they like the 'open door' policy and find the headteacher and staff highly approachable.
35. General information for parents is very good. Regular high quality newsletters, curriculum information, parent consultation evenings, annual reports, homework and reading diaries keep parents very well informed. Parents of pupils with special educational needs are kept fully informed of their child's progress and are involved in the review processes. The school effectively consults with parents about different issues through questionnaires, provides feedback and acts on the responses. The very popular after-school club was established as a result of parents' requests.
36. Parents are invited to help in the school and a significant number volunteer their support on a regular basis, by listening to reading, helping out in the classroom with computers, cooking, craft activities, or assisting on school trips. Parents have received training and are well briefed for their tasks. School concerts, sports days and class assemblies are very well attended with many parents wanting more opportunities to attend. The home/school association is run by an enthusiastic group of parents and staff who organise a number of social and fund raising activities each year.
37. Links with the local community are good. A number of local organisations make use of the school's facilities and local businesses sponsor the schools football kit. The community police officer and school nurse are regular visitors and contribute effectively to the personal and social education programme. Links with local churches are very good and contribute to school assemblies. Links with other schools are very good. The local 'family of schools' has been very successful in forging productive links between neighbouring primary schools. Links with Rushcliffe secondary school are good. Pupils have opportunities to see the secondary school and some of their staff visit to teach transitional projects in English and mathematics.
38. The school has forged strong links with the local community through sharing the schools facilities with a number of community groups. This includes the local Baptist Church, Beavers, Brownies and a local yoga group, while the outdoor area is used for sporting

activities at the weekends. The Ark after-school club is over-subscribed and goes a long way to meet the after-school and holiday childcare needs of parents both at Abbey Road and the neighbouring primary school. A successful programme of computer courses has been run for parents in conjunction with Learning Direct and there are plans to extend these courses over the coming year. The school has identified widening links with the community as a priority in its improvement plan as it seeks to strengthen its focus as a community school.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good. The headteacher provides very good leadership and is very well supported by senior staff. Both the management and governance of the school are very good. The very good leadership, management and governance contribute to pupils' high achievement and the good improvement since the last inspection.

Main strengths and weaknesses

- The headteacher has a very clear vision and provides very good direction for the work of the school.
- Teamwork among the staff is very strong and there is a clear commitment to quality and improvement.
- Leadership roles are well distributed and developed very well.
- The school's self-evaluation and improvement planning are very good.
- The governors are highly committed and very effectively involved.

Commentary

- 39 The governing body has a very wide range of experience that benefits the school greatly. It makes particularly good use of governor expertise in areas such as finance, music and health and safety. Governors make regular visits to the school and receive detailed reports about the school's performance from the headteacher and subject co-ordinators. The governors have a clear understanding of the school's strengths and development needs. They are highly committed to the school and provide very good support and constructive challenge. All statutory duties are fulfilled.
- 40 The headteacher is highly experienced, inspires the staff very well and provides very good direction for the school. He has a very good vision that is successfully articulated and shared by staff, pupils and governors. This vision is firmly based on the principle that all members of the school community are valued and supported. Very good emphasis is placed on leadership by others, teamwork and providing high quality teaching and learning. The headteacher is highly visible around the school. This has a positive effect on pupils and staff as he continually conveys the school's values. By visiting all classes regularly, he knows the pupils very well and has a very clear overview of teaching and learning. The headteacher rightly has the absolute confidence of the parents, pupils, staff and the governing body.
- 41 The headteacher and staff have created a very positive school community where all pupils and staff are valued. There is a clear commitment to high standards, high quality teaching and learning and continuous improvement. The very strong teamwork and professional commitment among the staff contribute significantly to the high standards in pupils' academic and personal development. The headteacher has been particularly effective in distributing leadership roles to other staff. There is a strong senior management team which possesses a wide range of educational expertise. This is used well and leads to high quality decision making through collaboration and consultation. The headteacher and senior staff are effective in fostering good leadership at all levels.
- 42 The leadership and co-ordination of English, mathematics, science and ICT are particularly good and contribute to high standards and very good pupil achievement overall. These co-

ordinators lead by example in their teaching and have a clear overview of standards and provision across the school. They have a very clear view of the strengths and weaknesses of their subjects and what needs to be done to improve provision.

- 43 The management of the school is very good. The administrative support staff are friendly and efficient. They support the headteacher and staff very well and make a valuable contribution to the smooth day-to-day running of the school. Self-evaluation is very effective and the school uses the findings well to bring about improvements. The headteacher and senior management team have a very clear overview of teaching throughout the school. They monitor teaching regularly and the findings are reported back to governors and to staff. This very effective monitoring and development of teaching has directly contributed to the school's consistently high quality teaching. Subject co-ordinators, particularly those for English, mathematics and ICT, examine samples of pupils' work and hold pupil discussions in order to monitor standards and provision. Recently, there have been limited opportunities for some co-ordinators to observe and support teaching. However, the school has clear plans to redress this. National Curriculum test results are systematically analysed and strengths and weaknesses in pupils' learning are identified. The findings of self evaluation and data analysis lead to action for improvement. For example, effective action has been taken to improve the teaching and pupil achievement in areas such as writing and ICT. However, in some subjects, such as art and design and design and technology, the monitoring of standards has not always been rigorous enough because they are not evaluated against clear criteria.
- 44 The school has had a stable and experienced teaching force in recent years. However, during the inspection, there were four teachers on maternity leave. The school has managed this situation extremely well by making very good appointments. The teaching in the lessons seen taught by the temporary teachers were good and sometimes very good. New teachers are carefully selected, monitored and supported. This has resulted in the school's very good provision and high pupil achievement being maintained in an unusual period of staff absence.
- 45 Financial planning and management are very good and effectively support the school's educational priorities. The school has a lower than average income per pupil. Given the school's very positive pupil outcomes, it provides excellent value for money.

Financial information for the year April 2003 to March 2004

| Income and expenditure (£) | |
|----------------------------|---------|
| Total income | 850,771 |
| Total expenditure | 836,770 |
| Expenditure per pupil | 2,231 |

| Balances (£) | |
|-------------------------------------|--------|
| Balance from previous year | -1,898 |
| Balance carried forward to the next | 12,103 |

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**.

The attainment of children on entry to school is average overall this year, although children have better personal and social, speaking and listening and mathematical skills than expected. By the end of the reception year children achieve well and children are likely to exceed what is expected of them in most of the areas of learning. Their attainment in physical development is typical for their age and no judgement was made in the wide area of knowledge and understanding of the world. The outside play area is very small and cramped for physical activities and there is a lack of outdoor equipment. The quality of teaching and learning is good overall. It ranges from very good in the personal and social and mathematical areas of learning to satisfactory for physical development. The strengths in the provision are: the very good relationships the staff have with the children; the provision of a variety of very motivating activities offered; and the contribution that teaching assistants make to lessons.

The good curriculum is well balanced and provides activities that are challenging and meet all children's needs, including those very few children with special educational needs. Staff focus well on children's individual needs well and ensure that any children, such as any from ethnic groups who enter with language skills below the majority, are targeted for additional support. There is a good balance of teacher- and child-led activities that allow children to grow in independence but within well defined parameters. Planning for the Foundation Stage is mostly good but what is to be learned in some play activities such as sand and water is not always evident. Consequently, it is sometimes unclear how children are to build on their skills. Although the co-ordinator is currently absent from the school, records show she is well informed and that the Foundation Stage provision is well led and managed. This continues to be the case under the temporary leadership. Good and regular records are kept of children's progress. The teacher uses them effectively to plan future work that is usually well-matched to children's needs.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Children benefit from very good teaching, very well organised daily routines and the high expectations set by staff.
- The very good relationships between children and adults help to create a warm, secure atmosphere in which children feel valued, happy and confident and wanting to learn.
- Staff provide very good opportunities to encourage children's responsibility, social skills and independence.
- Very good class management ensures that children behave very well and are developing very good attitudes to learning.

Commentary

46 The teacher places a very strong priority on this area of learning. This emphasis is particularly important because all children start school on the same day in each of the three terms, which a few children find unsettling. However, classroom routines are soon established and children become confident because they know what is expected of them. Adults are very good role models, nurture children's personal and social skills very well, making children feel valued within a warm, secure and caring atmosphere. As a result, all children show good self-esteem, are friendly and co-operative with each other whether playing a game, taking turns or talking to their *study buddy* (working partner) to discuss an

issue. They are very well motivated, and show very good levels of concentration for their age because the teacher provides them with lots of very novel and motivating activities which are usually well-matched to their needs. Staff promote children's good behaviour and attitudes successfully through encouragement and praise. Children's self help skills are supported and developed very well, as they are encouraged to make choices and take responsibility for these and for their actions. All children make sensible choices when choosing activities and apply themselves diligently to the task. Children are trusted to play in the outside area, within sight of the staff, and do not abuse this trust, playing very sensibly with activities such as sand and water. Children achieve very well in this area of learning because of the strong teaching and nearly all are likely to well exceed the expected goals by the end of reception.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- Teachers provide an environment which supports and extends children's language skills effectively.
- Children make good progress, particularly in speaking and listening and in recognising letter sounds.
- Although there are lots of chances for children to practise their writing informally, occasionally higher attaining children are not challenged enough.

Commentary

47 Children make good progress in this area of learning and achieve well. They are on their way to exceeding the goals set for them by the end of reception because the teaching and learning are good. Skilful questioning, sensitive listening and exposure to lots of motivating activities offer many varied opportunities for children to talk, listen, read and write and engage their imagination and interest. Most children talk well in sentences and are keen to discuss their ideas and opinions with partners. They listen carefully to the staff and to each other because of the teacher's high expectations. Early reading and writing skills develop well because the teacher places considerable emphasis on the recognition of letter sounds and the correct formation of letters. Staff regularly discuss with individual children their reading book, practising the words to help them improve their reading vocabulary. The *office*, *writing table* and *hospital* areas give children good opportunities to try and read and write for themselves. All children can write their names and higher attaining children confidently have a go at writing the names of colours and simple words they can sound out. However, one or two higher attaining children are ready to write more than one word at a time and are not always provided with the opportunity to try out their skills further.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Well chosen, stimulating resources and a wide range of activities support and motivate children.
- Good questioning encourages children to develop and use their mathematical vocabulary.
- The teaching of mathematical development is very good, so children gain a secure understanding of number.

Commentary

48 By the end of the reception year, many children are likely to exceed the expected standards and their achievement is good. The teacher organises a wide range of opportunities for

children to gain confidence in mathematics. Lessons begin with whole-class sessions, with interesting counting activities that reinforce their key skills well. The teacher is skilled in extending children's understanding of numbers by asking questions in different ways. This means that children have to think carefully about their answers and are helped to achieve more. Children's knowledge and understanding of mathematics are built upon systematically and are very often based on motivating practical activities. In one lesson, children really enjoyed following up their oral work of counting forwards and backwards to ten. They painted numbers on their rockets which allowed them to practise counting down from ten to *blast off!* Children have a good understanding of mathematical vocabulary and simple shapes because the teacher reinforces concepts successfully through the use of games.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- 49 It was not possible to observe all aspects of this wide area of learning during the inspection. However, from the lessons observed and informal talks with children, it is likely that children will exceed the expected goals by the end of the reception year in several aspects of the area because of the good teaching.
- 50 When using the computer children are very competent at using the mouse to click and drag and operate the tape recorder to avidly listen to stories. Good opportunities are provided for children to build and design their own models and to construct bags out of paper with wool or string handles. They have a good understanding of their senses and the teacher provides plenty of exciting activities to promote their understanding of these. Children's knowledge is built upon in small steps and the teacher's skilful questioning of children helps extend their vocabulary and understanding. In one lesson they enjoyed fingering *Braille* numbers and feely boxes which helped children develop their vocabulary, their knowledge of texture and their sense of touch. Healthy eating is encouraged at snack time when children are provided with an item of fruit to accompany their drink.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Children's ability to manipulate small tools and equipment develops well.
- The accommodation outside is cramped and the resources for outside play are limited.
- There is sometimes a lack of focus in physical education lessons on how pupils' movement can be improved.

Commentary

- 51 Children are on track to achieve the expected standards in physical development by the end of the reception year and they achieve satisfactorily overall. They develop their large movement skills through lessons in the school hall and have already shown a positive response to safety 'rules', although they still find it difficult to ensure there is adequate space between themselves and others. They roll and crawl well, climb confidently and can imitate movements such as those of animals. They observe the movement of others well but teachers insufficiently emphasise how performance can be improved or encourage children to evaluate what others have done. Lessons are generally managed well although children's demonstrations are occasionally too short and the children are sometimes allowed to shout out.
- 52 Children manipulate tools and small equipment such as scissors and hole punches competently and with increasing dexterity for their age because they have regular opportunities to use a wide range of appropriate and easily available resources. The good teaching generates enthusiasm and eagerness for children to use equipment for themselves.

- 53 The outside play area is too small for more than a few children to run around or engage in vigorous physical activities. Additionally, although the school has ordered some large climbing apparatus it is not yet available and as a consequence, the resources for outside play are limited. Although the children have lessons in the hall the lack of suitable outdoor space and equipment limits the progress children make in physical development.

CREATIVE DEVELOPMENT

The provision for creative development is **good**.

Main strengths and weaknesses

- The teacher provides good opportunities for children to explore and experiment with a variety of materials.
- The teaching of music is good.
- There is little use of software to promote this area of learning.

Commentary

- 54 Good teaching ensures that children have good opportunities to develop their creative abilities. Children achieve well and are likely to exceed the goals expected by the end of reception. The teacher provides a good range of motivating art activities and children are encouraged to choose their own resources from an accessible range. Productive links with science, design technology and mathematics are evident. Songs are used well in the classroom to reinforce literacy and numeracy and children sing in tune and know the words of many songs by heart. In one 'music' lesson, the teacher introduced the idea of timbre in a novel way, with children making different sounds with paper. She developed the idea well so that the children could transfer what they had learnt when exploring the sounds different percussion instruments make. Children make good gains in their dramatic expression in role-play and are becoming better speakers and more confident at using new vocabulary as they enact out the roles of patient, nurse or doctor in the *Abbey Road Hospital*. The children's emerging ICT skills are not always reinforced or the software used for developing skills such as music making, mark-making and simple painting in this area.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**.

Main strengths and weaknesses

- Teaching and learning are very good and pupils achieve very well.
- Standards are high across the school.
- Assessment and target setting are very good.
- Leadership and management are very good and contribute to high achievement.
- Pupils develop and apply language and writing skills well in other subjects.

Commentary

- 55 Overall, standards are well above average in English by Year 2 and Year 6. The findings of the inspection reflect the school's national test results in 2004. Since the last inspection, when standards were average by Year 2 and above average by Year 6, standards have improved significantly. Throughout the school most pupils, including higher attainers and those with special educational needs, achieve very well because of the very good teaching they receive. The picture from the Year 2 and Year 6 2004 national tests showed that girls

did better than boys, although this was to a much lesser extent than seen nationally in Year 6. The pupils' work seen on inspection showed that the attainment of the groups was more evenly matched. The school is vigilant in ensuring the boys and girls, and pupils from minority ethnic groups, are fully included in lessons and that any variation in attainment is due to individual performance.

- 56 Pupils' speaking and listening skills develop very well because they are provided with very good opportunities to acquire and apply these skills. Standards in speaking and listening are well above average across the school. Teachers' skilful questioning generates high quality discussion. In a Year 2 lesson, the pupils demonstrated very good listening and made very positive responses to the teacher's questions when discussing the ingredients for making a 'revolting cake'. Higher attainers used a range of interesting vocabulary to describe ingredients such as *slimy slugs*, *ragged eyeballs*, *crawly lizard* and *squashy brain*. In a Year 6 lesson where the teaching and learning were very good, pupils expressed well considered opinions and made references to words and phrases in a poem to justify their views.
- 57 Standards in reading are above average in Year 2 and well above average in Year 6. The higher than usual proportion of boys with special educational needs has accounted for standards in Year 2 being above average rather than well above average. The school has effective strategies for the teaching of reading. The teaching of the sounds in words (phonics) is effective. In Year 2, most pupils read simple passages and show a clear understanding of the text. Higher attainers read accurately and fluently. A new published reading scheme has been purchased for Years 1 and 2 and classes have a good range of fiction and non-fiction books. In a Year 4 lesson, pupils learned to extract information well about 'hero' characters from books and magazines to assist them with their written reports. By Year 6, pupils have developed a high level of skill in analysing and reviewing poems and identify techniques used by the poet to create effects such as rhyme and repetition.
- 58 Writing has been a recent focus for improvement and good progress has been made in the teaching of writing. The teaching of writing is very good and a wide range of writing opportunities is provided. As a result, standards in writing are well above average across the school. In a Year 2 lesson where teaching and learning were very good, the teacher used modelling to great effect as she demonstrated to the class clear letter formation and joining techniques in handwriting. Pupils practised these skills themselves and received very good feedback from the teacher. In instructional writing, she provided clear guidance on how to begin sentences when writing instructions for making a 'cold creature cake'. Pupils in a Year 4 lesson learned to plan and draft reports very well, stimulated by using their favourite super heroes such as 'Superman', 'Spiderman' or 'Jedi Knights'. The reports were well structured and clear. Words were chosen imaginatively to provide interest and impact. Pupils in Year 6 write in a wide range of styles. In one very good lesson, they wrote scientific poems in the style of Michael Rosen. Writing is often varied and well suited for different audiences. For example, a higher attaining Year 6 pupil wrote a well argued letter of complaint to a restaurant for poor service. Pupils use word processing to edit their writing and to enhance their presentation.
- 59 Teaching and learning are very strong because teachers plan their lessons very well. Clear learning objectives are identified and very effectively shared with the class so that pupils know what they are expected to learn. Teachers' instructions and explanations are clear and informative and pupils gain new knowledge. Teachers use questioning very well to generate discussion or to check pupils' understanding. Pupils respond very well and are keen to share their knowledge and experiences. Pupils' attainment is very effectively assessed and recorded. In particular, a very good system for setting individual learning targets has been developed. As a result, pupils have a very good understanding of how well they are doing and what they need to do next. Teachers use assessment data very well to plan future teaching and learning. Activities and tasks are very well matched to pupils' needs and this helps to ensure that all pupils are suitably challenged. The quality of marking is very good. Teachers' comments provide encouragement and praise for good work and there is clear guidance to help pupils to improve.

60 The subject is very well led and managed by an enthusiastic co-ordinator who has a very clear view as how to develop the subject further. She leads by example in her teaching and has provided support and effective training for staff. The English curriculum is highly varied and very well planned. The co-ordinator examines samples of pupils' work and holds discussions with them and she has a clear overview of standards and provision across the school. The school has plans to re-establish opportunities for the co-ordinator to observe and support teaching. The school has little surplus accommodation and so space and scope for a fully equipped library are limited. Overall, the school has made good improvement since the last inspection.

Language and literacy across the curriculum

61 The pupils' very well developed language skills are used and reinforced well in other subjects. Speaking and listening skills are developed well in all lessons. History, in particular, is used well to apply and develop writing skills. For example, pupils in Year 6 write clear factual accounts of why, when and where World War II started. They write a biography of an evacuee. Also in history, pupils devise interview questions to ask members of the public about life in the sixties.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- Pupils attain consistently high standards.
- The very good teaching provides pupils with challenging activities resulting in very good learning.
- Pupils have very good attitudes to the subject and demonstrate a high standard of behaviour.
- Assessment procedures are very good, ensuring that pupils' progress is tracked and any under-achievement identified, resulting in targeted intervention.
- Some mathematical resources need improving.

Commentary

62 The results of the 2004 national tests show that the performance of pupils at the end of Year 2 was well above the national average and at the end of Year 6 was very high. Over time (from 2000 to 2004) the school's results were mostly well above average in both Years 2 and Year 6. Compared with similar schools, the data shows that the pupils' attainment in mathematics was also well above average. The current work seen indicates that the high standards have been maintained and pupils' achievement is very good. Boys did much better than girls in the Year 2 and Year 6 national tests in the last three years (and to a greater extent than the national figures). The school has worked hard to address the opportunities for girls and to ensure that their attainment and opportunity are promoted. The work inspected showed little difference in the attainment of boys and girls or of pupils from different ethnic groups.

63 Overall, the teaching of mathematics is very good across the school. Lessons are very well planned, have clear learning objectives and provide challenging activities for different ability groups within the class. For example, in a Year 4 lesson where the teaching was very good, pupils with above average ability were challenged to check their answers to division calculations with remainders by using inverse operations. In Year 6, a group of higher attaining pupils worked independently to find their running speeds. To do this they needed to measure a course accurately in metres, time their runs over the course in seconds then convert metres per second into kilometres per hour. Although they found this very difficult at first, they gave a successful presentation to the class. Lower ability pupils in Year 2 used

coins to find halves and quarters of different sums of money, and despite the arduousness of the task managed with a deal of success. As a result of the challenging activities, pupils learn very well.

- 64 Pupils have very good attitudes to the subject. They can explain how they work things out using correct mathematical vocabulary and work with enthusiasm both collaboratively and independently. In all the lessons observed, the pupils' behaviour was of a high standard which meant that they could concentrate on their tasks without distraction.
- 65 The leadership and management of mathematics have been very good over time. A new co-ordinator has recently been appointed who is already drawing well on the expertise of the local education authority to strengthen the subject even further. Mathematics teaching is a strength of the school because it has been regularly monitored and very effective guidance given on where improvements need to be made. The school has very good systems in place to ensure that pupils' progress is monitored effectively. The information gained through assessments, including statutory and optional test results, is used effectively: to track pupils' progress; target groups and individual pupils who need additional help; and highlight areas that need to become a focus for future planning. Regular monitoring of teachers' planning and pupils' work assesses the impact of the action taken. The staff use the systems well to predict the levels they expect the pupils to attain and the older pupils know what levels they are working at. Marking in pupils' books not only praises good work and identifies mistakes but also directs the pupils towards improvement. Pupils who may not be making sufficient progress are clearly identified and intervention strategies are used to provide extra help. Additional support is provided to assist some pupils in improving their numeracy skills through 'booster' sessions held in the Easter holidays. The school is also in the early stages of identification and support for gifted and talented pupils but already four such pupils have been identified as having outstanding numeracy skills with additional provision made for them. Overall, the school has a very high commitment to ensure that every pupil does as well as possible in mathematics, especially those who are high attainers and those with particular special educational needs.
- 66 The school has improved its provision well. Any minor concerns expressed have been addressed and the high standards expected by the teachers as seen at the last inspection, are clearly evident in the school's work. There is no evidence to suggest that progress of different groups of pupils such as those from different ethnic backgrounds or with special educational needs is dissimilar to the very good progress made by the majority of pupils.
- 67 Resources for mathematics are adequate but in need of some improvement and the new co-ordinator has clearly identified this. In particular, the lack of software to provide opportunities for mathematical exploration on computers and the introduction of interactive white boards for use in numeracy sessions, are seen as priorities.

Mathematics across the curriculum

- 68 Pupils use their very well developed mathematical skills to good effect in other lessons. There are many opportunities for pupils to reinforce or develop further their numeracy skills in other subjects. In science and information and communication technology pupils use their skills particularly well for presenting results in tabular or graphical form. Mathematics is also evident in subjects such as music (where Year 1 pupils were counting, sorting and categorising musical instruments) and in design and technology (where a Year 6 class, investigating cardboard cylinders, discovered that they could be constructed from parallelograms and not just rectangles as they expected).

SCIENCE

Provision for science is **very good**.

Main strengths and weaknesses

- Pupils achieve very well because the subject is very well taught.
- The approach to investigation means that pupils are keen observers and try very hard to explain their investigations in a scientific manner.
- Because staff link scientific ideas to everyday problems very well, they significantly interest and challenge pupils.
- The subject profile is high because of the very good quality work undertaken by the co-ordinator.

Commentary

- 69 Standards in science are currently above average for pupils in Year 2 and are well above average for those in Year 6. This represents very good achievement for all pupils by the time the pupils leave the school and good improvement since the last inspection. The school's very good attention to those pupils with special educational needs and the support for pupils who are higher attaining and who need stretching means that all pupils achieve equally well. The school keeps a watchful eye of pupils from ethnic minority groups to ensure that all attain as well as they can. This is very good.
- 70 Teachers' assessments made at the end of 2004 for the pupils in Year 2 indicated their attainment was very high for those attaining at the expected level (Level 2) and above. Standards were average for those attaining at the higher level (Level 3). The percentage attaining at the higher level is lower than those in the tests for reading, writing and mathematics and represents some cautiousness by teachers in assessing pupils at the higher level. The school is very successful at significantly raising the level of attainment of pupils so that all pupils achieve at least the expected level. In the 2004 Year 6 national tests, the school improved its performance on the previous three years due to its improved emphasis on investigation and experimentation. Standards were well above average in 2004 compared with above average attainment in previous years. In line with the national picture, there was no particular difference between the attainment of boys and girls in the 2004 tests or in the pupils' work seen on inspection. Pupils from different minority ethnic groups were seen to be doing as well as other pupils.
- 71 Throughout the school pupils receive a very good grounding in all aspects of science. Pupils' study the subject to a considerable quality and depth. Planning is careful and skilful in the way it develops pupils' investigation and experimentation skills from the earliest stages and pupils in Year 2 readily consider aspects of what makes a test 'fair'. A significant feature of the teaching is the way pupils are asked to examine, observe, think, hypothesise and interpret. This is promoted very well throughout the school so that pupils are familiar with what is expected of them when they tackle scientific enquiry. As pupils move through the school they effectively build on what is learned previously. The oldest pupils have an infectious enthusiasm for science and show very good and often excellent knowledge of scientific ideas. This was particular apparent in a discussion in a Year 6 class about 'upthrust' and 'buoyancy' when studying forces. Pupils could quite confidently use their very good scientific knowledge to positive effect when explaining the need for a 'balance' of forces to keep a ship afloat. They are very clear on the criteria for a fair test and are very confident in setting up an investigation. Their use of scientific language is excellent.
- 72 Teachers are very enthusiastic about the subject and make it very interesting for the pupils. This is one of the main reasons why teaching and learning are very good. The pupils use ICT well especially for monitoring change when examining cooling in Year 5. They challenge the pupils very well. They are always finding ways to extend their knowledge by presenting them with everyday 'scientific' problems, such as the need for Year 4 pupils to design a 'shop display' of model cars on a slope when investigating friction. In a Year 6 lesson very good teaching enabled pupils to set up an investigation by carefully considering all the variables but also by carefully ensuring that they were clear on the scientific principles involved in what they were finding out. Teachers are very committed to providing as much

practical work as possible so that pupils are inspired and motivated. As a result, the pupils are motivated and work very conscientiously; often they want to carry on when the lesson has ended. Very good attention to key scientific vocabulary and to scientific ideas helps pupils understand the reasons why things happen in an investigation and what the effects would be if factors were changed.

- 73 Teachers' questioning, in particular, is of very high quality and leads to very high quality discussions, among pupils. Marking is very perceptive in parts, although sometimes pupils' work is just ticked with little comment and guidance for improvement. Teachers' planning shows that work is very well planned to meet the needs and interests of the different group of pupils in the classes. Very good support is given by class teachers and teaching assistants to pupils with special educational needs. Consequently, they make the same progress as other pupils.
- 74 Although the co-ordinator was not present during the inspection, an examination of her work and the pupils' standards shows that leadership and management of the subject have been very good. There is a very clear picture of the strengths and weaknesses of the subject and what needs to be done to improve things further. Teaching and pupils' work have been monitored and have led to improvements in aspects such as recording, presentation and investigation. Assessment systems are very good, as is the tracking of pupils' progress.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- The school has a high commitment to ICT and to its development.
- A lack of resources for demonstration means that lesson pace sometimes slows because pupils need extra help in the practical part of the lesson.
- The subject's successful development is largely because leaders have expert knowledge.
- Pupils' standards have significantly risen since the last inspection and above those expected for their ages.
- The quality of teaching is good and has improved because of training and support.

Commentary

- 75 Provision for ICT has improved well since the last inspection. This is a result of the very good leadership and management of the subject and particularly of the high commitment of the co-ordinators and their 'expert' knowledge of how to ensure easy access to relevant software for the pupils' ages and stages. Standards are above the expected levels by Year 2 and Year 6 and all pupils, including those from minority ethnic groups and those with special educational needs, achieve well. Many do have computers at home but most do not have access to software which develops the full range of skills identified in the National Curriculum programme of study or the school's good quality scheme of work. Assessment is now good with pupils' skills being well recorded and tracked.
- 76 The school's ICT resources have increased considerably. Pupils now have greater access to computers to practise their skills. Considerable investment, representing the school's high level of commitment to ICT, has already been made. A computer suite has been developed. However, it lacks ventilation and for some large classes there is little space. The way the software is set up on the network, giving the pupils access to two platforms, is excellent. This also enables them to select the programs with ease. High quality, relevant software means that the pupils gain skills easily and quickly and programs are very well chosen for the skills pupils need to develop. In addition, the transition to more complex software for older pupils means that they develop transferable ICT skills very well.

- 77 The pupils achieve well throughout the school. The improved standards at the end of Year 2 are because of teachers' own improving knowledge and confidence. The pupils also display a considerable confidence when using ICT. They are confident when logging on and know where their work is saved. Computers are sometimes used to support learning in subjects and staff are increasingly using the computer suite for lessons.
- 78 By Year 6 the majority of pupils show a good level of competence, with a few showing an exceptionally high level of skills. Teachers regularly critically appraise pupils' work, showing others and asking them to also identify how to improve it. As a result, the pupils consider very carefully their 'audience' in designing and presenting multimedia information, and how layout and the quality of graphical information have a positive or negative impact on the viewer. Teachers are careful to ensure that pupils with lesser skills, such as those with special educational needs, are paired with, and supported by, more able pupils.
- 79 The quality of teaching is good. Staff skills have improved considerably since the last inspection. They have been very well supported by the co-ordinator and have a very good knowledge of not just how to teach a particular skill but also of how to provide a high level of challenge so that pupils think carefully about how a particular application could help develop an idea or solve a problem. A significant strength is the way teachers and support staff support pupils while they are working, guiding them and using their own improved technical knowledge to help pupils. Lessons always get off to a good start with teachers clearly stating what pupils are to learn. However, the pace thereafter sometimes slows because pupils need help initially. At present, there are no facilities, such as a multimedia projector or interactive whiteboard, for staff to demonstrate the skills they want pupils to learn. The co-ordinator recognises this as a weakness and has a small number of interactive whiteboards on order. This is part of the school's programme of development of ICT which is well thought out.

Information and communication technology across the curriculum

- 80 Computers are used adequately to support pupils' learning in other subjects, such as through the use of the Internet for research purposes but also, for instance, to record, write accounts in history or to measure temperature increase in science. Although teachers have laptops and at least one PC in their classrooms, there are sometimes missed opportunities for them to use ICT as part of their everyday work in lessons, such as to demonstrate ideas during introductions and for pupils to record their findings.

HUMANITIES

Geography

- 81 No lessons were observed in geography during the inspection and little work was available this year because the school teaches the subject in blocked periods of time, alternating the cycle with history. Therefore, it is not possible to make a judgement about provision.
- 82 From an examination of the work available and planning for the subject indications are that standards are broadly typical for their age. Year 6 pupils, have a reasonable recall of the water cycle because of their visit to a sewage works, which they reported had considerably enhanced their understanding of the process. Work on other aspects of the subjects, such as mapwork and their knowledge of places and locations, were somewhat sketchy, possibly because of the length of time elapsing between major geographical projects. It is currently difficult to build upon pupils' skills systematically when the gaps between some projects are long. In some year groups teachers try to overcome this by considering news items that have a geographical content or linking work on time in mathematics to time differences to other countries.
- 83 The co-ordination of the subject is satisfactory. The co-ordinator is relatively new but has scrutinised samples of pupils' work and looked at teachers' medium-term plans. As a result,

she knows what actions need to be taken to improve the subject, such as to ensure that the subject is better linked to the other subjects so as to provide more interesting activities and challenge for pupils. An updated policy is yet to be finalised and assessments of pupils' progress in the subject are just starting. Shortages in resources, particularly maps, atlases and photographs, are having a negative effect on pupils' learning as indicated by pupils' lack of mapping skills.

History

- 84 A very small number of lessons were observed and there was a limited amount of written work available to examine. Consequently, no overall judgement can be made about provision in the subject.
- 85 By Year 6, pupils' history skills are above the level expected for their age and they achieve well. Pupils are very keen to learn and are particularly enthusiastic about researching historical topics using the computer or books. They are keen to share with their classmates what they have discovered. Pupils have a thorough understanding of the importance of historical enquiry and give reasons why two or more versions of the same event may differ significantly. Many are keen to undertake homework as they find the subject and the topics they study intrinsically interesting.
- 86 From an examination of the work seen in pupils' books and evidence from actual lessons observation teaching is good in the juniors. It was very good in one lesson and good in the two others. In the lesson where the teaching and learning were very good, the teacher used her very good knowledge of the subject when supporting individual pupils, kept the lesson going at a fast pace so pupils completed as much work as possible and provided challenging and motivating tasks which sustained pupils' interest. The high expectations of the quality and quantity of the work meant that pupils made maximum gains in their understanding of Greek theatres. In all lessons, teachers used well focused questioning to develop pupils' understanding and knowledge, and matched the tasks accurately to pupils' ability. Good support given to lower attaining pupils resulted in their enhanced understanding of the lesson. In all lessons pupils achieved well in learning new work. Examples of pupils' previous work shows that teachers mark work well and the subject makes a good contribution to pupils' literacy and ICT skills. These are considered very well when planning work.
- 87 The subject is well led and managed by two co-ordinators who support each other and who have separate infant and junior department responsibilities. They work well together, planning and evaluating work, so that they have a good overview of the subject across the whole school. They monitor the planning of the subject, look at samples of pupils' work and give feedback to staff on their findings. Formal assessments of pupils' work is planned to start at the end of the current units of work.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Good opportunities are provided for pupils to reflect on the messages in religious stories, and to debate and discuss.
- The subject makes a good contribution to pupils' personal, social and cultural, including multi-cultural, development.
- The co-ordinator has a good understanding of what needs to be improved, especially with regard to planning and links with other subjects.
- Occasionally, there are missed opportunities for written work.

Commentary

- 88 Standards are broadly in line with those expected for pupils at the end of Year 2 and Year 6. Pupils achieve satisfactorily. Much of the work, particularly in the infants, is covered through drama and discussion.
- 89 The teaching and learning are good. Teachers are particularly skilful in questioning of pupils and give them good opportunity to exchange ideas and opinions with a partner. This results in pupils developing their debating skills well and particularly in using their knowledge in a reasoned way. The presentation of the parable of *The Talents* in a Year 2 lesson highly motivated pupils and led to their full involvement. The discussion was very well led by the teacher and enabled all the pupils to understand the meaning of the story as well as successfully providing opportunities for higher attaining pupils to think more deeply. Written activities were very well matched to pupils' needs and abilities. Good links are made with literacy in promoting speaking and listening skills and this is often a main focus of lessons. However, there are missed opportunities for pupils to write on occasions in Years 1 and 2 in order to reinforce their knowledge and understanding. Overall, teachers' marking is good. It is informative and helps pupils to broaden their understanding.
- 90 Pupils in Year 6 know how people with different faiths worship and have a reasonable factual knowledge of Christianity and other major faiths. They appreciate other people's views and values and show great respect for each other's different religious beliefs. Pupils say they enjoy their lessons and clearly appreciate the time they have to discuss what they learn. Work in books shows pupils apply themselves to the tasks and produce thoughtful work. Some recent work in Year 5, on the Muslim practice of *Wudu*, was detailed and of a good quality demonstrating a good understanding of why Muslims wash before entering the Mosque. From the displays around the school, with many of the artefacts brought in from home, and work in books, it is clear that the subject plays a significant part in contributing to pupils' personal and cultural development. Each year pupils visit a different place of worship and Year 6 make a pilgrimage which further enhances their understanding of religious beliefs.
- 91 Leadership and management are good. The co-ordinator has looked carefully at the school's planning and, in consultation with the headteacher and the staff, decided that the work did not build sufficiently on pupils' prior attainment or provide a good enough structure for learning. Consequently, the school is now trialling the new national guidance for the subject rather than using previous planning. Better links are beginning to be made with other subjects and especially literacy. Staff have been consulted and a new policy has been written. Although an assessment system is not yet up and running it is planned to happen at the end of the next unit of work. The co-ordinator is aware of the lack of software but intends to plan better use of ICT and use of literacy in the subject.
- 92 Improvement since the last inspection is satisfactory. The school has adequately addressed the key issue from the last inspection. It now complies with national guidance for collective worship and assemblies have an adequate amount of religious content.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design

- 93 As very few lessons were observed in art and design no overall judgement can be made about provision. From the available evidence, which include observation, analysis of documentation and discussions with the subject co-ordinator and with pupils, there has been reasonable improvement since the last inspection. The school now has adequate guidelines for the subject. The use of a sketch book (which pupils keep through the school) and the 'skills ladder' (which is designed to help teachers plan for progression) show that there is patchy on-going development of skills. Having extended art lessons in the timetable allows pupils to bring their designs and ideas to fruition. However, there are too few opportunities

for large scale art work, including sculpture, which is not promoted by the limited space within the building. Links with other subjects and the use of ICT are limited. There have not been any recent visits to art galleries or any 'artists in residence' which would help pupils gain an aesthetic awareness. Although pupils' work is monitored, assessment is not yet set against national criteria. There is some good art work on display by Year 2 pupils, in particular, but the good skills exhibited do not appear to be incrementally developed over time.

Design and technology

- 94 Only a few lessons in design and technology were seen during the inspection; therefore, no overall judgement can be made about provision. From the available evidence, however, indications are that the issues raised at the last inspection have been addressed adequately. Analysis of the school's subject portfolio shows that the planning follows nationally recommended guidelines, providing pupils with a range of experiences from using cam mechanisms to construct moving toys, to designing and making purses. This was backed up by good photographic evidence. It was also clear that a special 'Year 3000' day had had a positive impact. Not only did the pupils get great enjoyment from the range of workshops in which they participated, but it gave the co-ordinator opportunity to observe and assist other staff. There are no formal ongoing assessment procedures which inform the school of the standards the pupils are achieving, although pupils' skills are reported on at the end of the year. The school has suitable plans to address this situation and recognises there are insufficient links with other subjects, such as ICT and science.

Music

- 95 Music was sampled. Planning and discussions with the co-ordinator indicate that pupils are provided with a wide range of musical opportunities. Good teaching in a Year 2 lesson enabled pupils to explore pitch and try out ideas. The standards seen in this lesson were above average.
- 96 The school makes good use of a specialist teacher who teaches all classes in Years 3 to 6. Pupils in a very good Year 4 lesson were practising and performing their own composition 'Chinese Shuffle'. The specialist teacher's enthusiasm and considerable expertise motivated the pupils. Each member of the class played a percussion instrument with concentration and enjoyment. The class effectively created different textures using the pentatonic scale. They performed very well together keeping a steady pace. The final performance was impressive and recorded to tape. Pupils attained well above average standards in this lesson.
- 97 Abbey Road has a large orchestra of 25 pupils from Years 4 to 6. A parent with considerable musical expertise leads the orchestra and also organises the choir. During the inspection, the orchestra rehearsed a range of Christmas carols with commitment and enthusiasm.

Physical education

The provision for physical education is **good**.

Main strengths and weaknesses

- Teachers demonstrate well, and give clear guidance on, the skills they want pupils to develop.
- Pupils work well together.
- The school participates very well in sports tournaments.
- Assessment is adequate but more could be done to track pupils' progress and assess against National Curriculum levels.

Commentary

- 98 Standards are above average in the current Years 2 and 6, and all pupils achieve well due to the good teaching they receive. Since the last inspection, pupils' achievement has improved from satisfactory to good in Years 1 and 2. The school has maintained the good achievement in Years 3 to 6. Standards were not reported at the last inspection.
- 99 The quality of teaching and learning is good with examples of very good teaching. Lessons are well planned and structured with clear learning objectives identified. Teachers' instructions and demonstrations are clear. Pupils watch and listen well and they are provided with good opportunities to practice and refine a range of skills. Pupils participate enthusiastically and demonstrate very good sporting attitudes. Teachers use pupils well to demonstrate actions and skills to others.
- 100 In a very good gymnastics lesson in Year 1, pupils created curling and stretching shapes with their bodies. They worked well in pairs and then in a group of four with two pupils producing a curling shape while the other two produced stretching shapes. Pupils rose to the challenges and worked well collaboratively. The lesson then progressed on to pupils developing a sequence of actions involving curls and stretches on a range of apparatus. The lesson was challenging and very well structured. Pupils made very good progress in consolidating skills and in applying them to a sequence of movements.
- 101 In a Year 4 lesson where the teaching was good, pupils practised and developed footballing skills of dribbling, passing and receiving. They applied these skills well in small team games where they worked well together. Pupils dribbled the ball with control and passed accurately. Good teaching in a Year 6 dance lesson resulted in pupils working well in pairs as they practised and rehearsed to music the dances of the fifties and sixties. They made good progress in dancing the 'hip hop' and the 'twist'. This work was well linked to the history unit being studied.
- 102 The subject is effectively led and managed. The curriculum is well planned and enriched by a good range of additional activities. Satisfactory systems have been developed for assessing and recording pupils' attainment. However, the way the school records data means that the co-ordinator cannot always get a view on the strengths and weakness of pupils' attainment and of areas of the subject which may need to be improved. The school participates very well in local sports tournaments such as those organised by the Rushcliffe Group of Primary Schools. Over the years, the school has achieved considerable success in competitions in cricket, football and netball. For example, the Abbey Road School won the Tanvic Trophy in 2004 and were Nottinghamshire under-11 county cricket champions. Parents make a valuable contribution to the physical education programme by running clubs and sports teams in football and netball. The provision has improved well since the last inspection.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

- 103 Only two lessons could be observed so it was not possible to make an overall judgement about the provision in the subject. However, the provision which encompasses the whole of the school's work in supporting pupils' personal achievement and development is very good.
- 104 All classes have regular personal, social and health education lessons and the lessons observed were carefully planned. Pupils are helped to understand the importance of respecting one another's feelings and values and to appreciate the value of relationships. This was clearly seen in a Year 1 lesson when pupils were led through discussion to understand how to be a loyal friend and how to be fair. In the *circle time* session, Year 3 pupils demonstrated high levels of co-operation and commitment to their activities. The teacher created a wonderfully reflective atmosphere which pupils responded to in silence and complete attention. Staff provide very good role models for pupils and the school's

values are consistently reinforced at all times in the school day, such as walking down corridors, entering assemblies quietly and valuing each other's views. One of the strengths of the provision is the school council which is organised and run by Year 6. Year 6 pupils competently run their own meetings, collect information from representatives from other classes for topics for discussion, decide on agendas and take minutes. A forum for pupils' ideas and opinions is provided by the regular assemblies, once every half term, for pupils to discuss the ideas and suggestions put forward. Year 6 pupils organise these assemblies themselves and report that there are no problems with pupils' behaviour because pupils respect each others' views. Pupils' confidence, social skills and responsibility are enhanced through the involvement with the school council. Members understand their role as representatives of their classes and how this links to ideas of good citizenship. The school takes pupils' suggestions very seriously and where possible acts upon these. Pupils undertake a wide range of responsibilities, especially Year 6, and they carry them out to the best of their ability.

- 105 The school has gained a national award for promoting a healthy lifestyle. A revised sex education programme is being introduced and drugs awareness is successfully taught through a specific programme. Emotional issues are dealt with 'in house' and pupils feel secure and know to whom they can turn to for help.
- 106 The leadership and management of the subject are good. The co-ordinator is a good role model in her teaching and provides good support for staff. A new policy has been written which has yet to be approved by the governors and the staff. Although there is not yet a formal scheme of work in place, the co-ordinator has a clear idea of what is being taught from teachers' planning which is based on outline guidance. The development of a formal programme is identified as a priority.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

| <i>Inspection judgement</i> | <i>Grade</i> |
|--|--------------|
| The overall effectiveness of the school | 2 |
| How inclusive the school is | 2 |
| How the school's effectiveness has changed since its last inspection | 3 |
| Value for money provided by the school | 1 |
| Overall standards achieved | 2 |
| Pupils' achievement | 2 |
| Pupils' attitudes, values and other personal qualities | 2 |
| Attendance | 2 |
| Attitudes | 2 |
| Behaviour, including the extent of exclusions | 2 |
| Pupils' spiritual, moral, social and cultural development | 2 |
| The quality of education provided by the school | 2 |
| The quality of teaching | 2 |
| How well pupils learn | 2 |
| The quality of assessment | 3 |
| How well the curriculum meets pupils' needs | 3 |
| Enrichment of the curriculum, including out-of-school activities | 3 |
| Accommodation and resources | 4 |
| Pupils' care, welfare, health and safety | 2 |
| Support, advice and guidance for pupils | 2 |
| How well the school seeks and acts on pupils' views | 2 |
| The effectiveness of the school's links with parents | 2 |
| The quality of the school's links with the community | 2 |
| The school's links with other schools and colleges | 2 |
| The leadership and management of the school | 2 |
| The governance of the school | 2 |
| The leadership of the headteacher | 2 |
| The leadership of other key staff | 2 |
| The effectiveness of management | 2 |

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