

INSPECTION REPORT

ABBAY GATES PRIMARY SCHOOL

Ravenshead

LEA area: Nottingham

Unique reference number: 122659

Headteacher: Mr P Judge

Reporting inspector: Mrs E W D Gill
17766

Dates of inspection: 2 – 5 July 2001

Inspection number: 195720

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

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IIINFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
School address:	Vernon Crescent Ravenshead Nottingham
Postcode:	NG15 9BN
Telephone number:	01623 461010
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Appropriate authority:	The governing body
Name of chair of governors:	Mr T Czerniak
Date of previous inspection:	March 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17766	Eira Gill	Registered inspector	Mathematics Information and communication technology Design and technology Foundation stage Special educational needs English as an additional language	The school's results and pupils' achievements. How well are pupils taught?
3855	Kenneth Parsons	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents? How well is the school led and managed?
9756	Richard Eaton	Team inspector	Science Art Music Physical education Equal opportunities	How good are the curricular opportunities offered to pupils?
3855	David Langton	Team inspector	English Geography History Religious education	Pupils' attitudes and personal development

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Abbey Gates Primary School educates boys and girls between the ages of four and 11. There are 200 pupils on roll and there are similar numbers of boys and girls. The school is smaller than the average primary school. There are 30 pupils (15 per cent) on the school's register of special educational needs and this is below the national average. However, 5 pupils have statements of special educational need, which is above the national average for a school of this size. Approximately five percent of the pupils are from ethnic minority backgrounds, which is broadly in line with national averages and nearly two percent of pupils speak English as an additional language and this is slightly higher than the national average. The number of pupils entitled to free school meals is well below the national average. The characteristics of the school have changed since the last inspection and more than a third of the pupils are admitted from out of the immediate catchment area. The school's intake does not reflect the immediate local area. The children's attainment on entry varies from year to year but the attainment of children in this year's reception class is broadly average.

HOW GOOD THE SCHOOL IS

This is a good school. The leadership and management of the school by the headteacher, deputy headteacher and governing body are good and the quality of teaching is good overall. These factors have had a significant impact on improving standards since the last inspection. The school is very effective in its strategies to promote the educational inclusion of the pupils with special educational needs including those with physical disabilities and those pupils with English as an additional language. In April 2000, the school was officially recognised by the Secretary of State as having achieved substantially improved results over the previous four years. The findings of this inspection show a continued improvement in standards although standards in mathematics are below average in Year 2 due to a lack of continuity of teaching and poor coverage of the curriculum. The school gives good value for money.

What the school does well

- Good leadership and management by the headteacher, deputy headteacher, other key members of staff and the governing body promote improving standards.
- The consistently good quality of teaching in the Foundation Stage and the very good teaching in Key Stage 2 helps the pupils to make good, and sometimes, very good progress.
- The teaching of English throughout the school is consistently good and results in high standards.
- The pupils' attitudes to school, their behaviour and personal development are very good.
- The very good provision for extra-curricular activities enriches the curriculum,

particularly in Key Stage 2.

- The impact of parents' involvement in the work of the school is very good and contributes to their children's learning.

What could be improved

- Standards in mathematics at the end of Key Stage 1 are below average.
- The opportunities for co-ordinators to fulfil their roles and complete their responsibilities appropriately.
- Assessment procedures for all subjects, other than English, mathematics, science and religious education.
- The weekly lesson time in Key Stage 2 that does not meet the recommended minimum requirements and is affecting the balance of the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1997. The findings of this inspection are that the school has made a good improvement and has a commitment and capacity to improve still further. Practically all of the key issues for action identified by the last inspection have been addressed successfully. Although clear job descriptions for senior staff have been written, these key members of staff are still not able to fulfil their roles and responsibilities properly because they have very little release time from their class duties. The priorities for school development have been established with very clear timescales, budget links and measurable success criteria. The sound rate of progress by pupils in the reception class is continued into Year 1 and into Year 2. However, in Year 2, the achievement of pupils in mathematics is unsatisfactory. This is due to both a lack of coverage of the curriculum and the continuity of teaching. Teaching overall has improved significantly through in-service training and the action the school has taken to improve pupils' attitudes has been very successful. Standards have improved in information and communication technology (ICT) and design and technology. Indeed, standards have improved in most subjects. Leadership and management are now good and other aspects of the school, such as provision for pupils with special educational needs, show improvement from satisfactory to good. However, the use of assessment to track pupils' progress in subjects other than English, mathematics, science and religious education, is still underdeveloped and is a key issue in this inspection.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	A	A	B	well above A average above B average C below average D well below E average
Mathematics	A	A	B	C	
Science	A	B	C	D	

Over the last three years, the school's performance has been broadly in line with the national trend with girls outperforming boys in English and mathematics but not in science, where there was no significant difference. The school has met its target of 75 per cent of pupils gaining Level 4 and above in English and mathematics for the current Year 6 in the 2001 national tests. The findings of the inspection are that

standards are well above average in English and above average in mathematics and science. In art and design, standards are well above average and in music, PE and religious education they are above average. In other subjects, other than design and technology where no lesson observations were made in Year 6, they are similar to those expected for 11 year olds. All pupils, including those with special educational needs and pupils with English as an additional language, are achieving well in English, mathematics, science, art and design, music, PE and religious education. In all other subjects, achievement is satisfactory.

Inspection findings are that, by the age of seven, pupils' standards in reading and writing are well above average and, in mathematics, standards are below average. This is because of a lack of continuity in teaching and poor coverage of the mathematics curriculum. Standards are above average in art and design and, in all other subjects, standards are in line. No lessons were observed in physical education (PE). On entry to the school, this particular group of pupils was judged to be of average ability in all areas of learning. Their achievement, therefore, by the age of seven in English and art is good. In all other subjects, achievement is satisfactory except in mathematics where it is unsatisfactory. This includes the pupils with special educational needs. Attainment on entry to the reception class is broadly average and, by the time the present group of children enter Year 1, most are on course to attain the early learning goals for all areas of learning.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good: pupils throughout the school have very good attitudes to learning and most show enthusiasm for their work.
Behaviour, in and out of classrooms	Very good: all pupils behave well in and around the school and playground. A few pupils in Year 2 call out inappropriately in some lessons.
Personal development and relationships	Very good: there are plenty of opportunities for pupils to take on responsibility for their own learning. The very good relationships between pupils and adults contribute to the quality of work in lessons, particularly in Key Stage 2.
Attendance	Good: higher than the national average.

The very positive attitudes developed in the Foundation Stage stay with the pupils throughout their time in school. Pupils' behaviour is very good in Key Stage 2, in particular, and in several lessons the teachers did not need to say anything at all to the pupils about their behaviour, which is unusual.

TEACHING AND LEARNING

Teaching of pupils:		aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen		Good	Good	Very good

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

Ninety-eight per cent of the teaching observed was satisfactory or better, 42 per cent was very good, and two per cent was unsatisfactory. The teaching of English, including literacy, is good in Key Stage 1 and very good in Key Stage 2. In mathematics, including numeracy, teaching is good, and sometimes very good, in Key Stage 2 and variable in Key Stage 1. In Year 1 it is satisfactory and in Year 2 it is unsatisfactory. In other subjects, teaching and learning are good in Key Stage 1 in art and design, design and technology, ICT and history and satisfactory in science, music and religious education. No teaching was observed in geography and physical education. In Key Stage 2, teaching and learning are very good in science, art and design, history and physical education and good in mathematics, ICT, music and religious education. No teaching was observed in geography. In design and technology, teaching and learning were very good in Year 4 but no teaching was observed in Year 6. Major strengths in teaching are in Key Stage 2 with excellent management of the pupils and very good learning by pupils in several subjects. The weakness in teaching in the school is the unsatisfactory teaching of mathematics in Year 2 that leads to the pupils not achieving their full potential. The quality of teaching and learning for pupils with special educational needs, for those pupils with English as an additional language and those pupils deemed to be gifted is good overall. The school meets the needs of all pupils well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good overall: strengths are in the very good extra-curricular activities and the creative arts afternoon in Key Stage 2. Not enough time is given to the teaching of science in Key Stage 1. There are gaps in the coverage of mathematics in Year 2. Allocation of time in Key Stage 2 falls short of the recommended weekly minimum.
Provision for pupils with special educational needs	Good: there is effective support for pupils that is carefully planned and organised by the teachers and assistants.
Provision for pupils with English as an additional language	Good: there is effective support for these pupils and the visiting specialist teacher liaises well with the headteacher, teachers and assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good: provision for spiritual development is sound and for moral and social development, provision is very good. Provision for cultural development is good. The very good provision for moral and social development has a noticeable impact on the very good behaviour in the school.
How well the school cares for its pupils	Good: the school provides a very caring and emotionally secure environment for its pupils. Assessment of pupils' progress in subjects other than English, mathematics, science and religious education is insufficiently developed.

Links with parents are good. Parents make a very good contribution to the learning of their children.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good: the headteacher leads by example, particularly in his pastoral role. The deputy head and key members of staff serve as good role models for the rest of the staff and the pupils.
How well the governors fulfil their responsibilities	Good: the governing body supports the school well. They were given praise for their work by the parents at the meeting before the inspection. They bring useful professional experience to the school from their own backgrounds.

The school's evaluation of its performance	Good overall: the school has analysed the results of statutory tests effectively. The school's priorities for development are good with a very clear focus on how they are to be achieved.
The strategic use of resources	Good use is made of resources and all extra funding that the school is given or has applied for. The budget is well planned with clear strategies to ensure that available funds are targeted towards further school improvement.

The school is staffed appropriately. The accommodation is good and the outside environment is excellent. Learning resources are sound overall. The governing body applies the principles of best value appropriately. Delegation to subject co-ordinators is not fully developed. Responsibilities are unevenly distributed amongst the teachers, resulting in a high workload for certain members of staff. No release time, or very little, is given to the co-ordinators to meet their responsibilities. Classroom monitoring is limited, with the headteacher taking full responsibility. This affects the co-ordinators' ability to spread good classroom practice throughout the school. It also explains some of the variations in the quality of teaching in Key Stage 1.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is helping their children to become mature and responsible. • They believe the school is well led and managed. • They feel comfortable about approaching the school with a problem. • They believe behaviour is good. • They know that their children are making good progress. 	<ul style="list-style-type: none"> • Some parents believe their children do not get the right amount of homework. • Some believe the school does not provide an interesting range of activities outside lessons.

The inspection team supports the positive views expressed by the parents. The team agrees that the organisation of homework is not consistent throughout the school. The team disagrees with parents regarding their views on the range of activities outside lessons and believes that the provision is very good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Children enter the reception class with levels of attainment that are average in all the areas of learning. From this starting point, children's achievement is sound and they broaden and consolidate their knowledge so that by the end of the reception year, most children are on course to meet the early learning goals at the end of the Foundation Stage in all areas of learning. Children are confident and take part in discussion although the very young children need to be encouraged. They have a keen interest in stories and listen carefully for reasonable lengths of time although, at times, they need reminding to take their turn when speaking and to listen to others. Children participate fully in all activities and are enthusiastic about their learning.
2. The results of the National Curriculum tests for seven year olds in 2000 showed that pupils attained well above average standards in reading, average standards in writing and above average standards in mathematics in comparison with other schools. When standards are compared to schools in a similar context, standards are average in reading, below average in writing and above average in mathematics. This was an improvement in reading and mathematics from the previous year and, since 1998, the trend in results has been variable with standards in writing following the national trend more closely. Boys outperformed the girls in the mathematics tests over the last three years and in the writing and reading tests, results were almost the same. The assessments in science made by teachers for pupils aged seven years in 2000 show that the percentage of pupils attaining the expected Level 2 was average and the percentage attaining the higher Level 3 was well above average.
3. Inspection findings show that, by the age of seven, pupils' attainment in reading and writing is well above average. Attainment is below average in mathematics and, in science, attainment is average. The difference between these findings and the national test results for mathematics is due to more than one factor. There has been a lack of continuity in teaching in Year 2, not all of the teachers have been trained in teaching the numeracy hour in Key Stage 1 and there has been a significant lack of coverage of the mathematics curriculum in Year 2. In art and design, by the age of seven, pupils' attainment is above average and in all other subjects attainment is average. No judgement can be made on attainment in physical education (PE) as no lessons were observed. All pupils, including those with special educational needs and those pupils with English as an additional language, are achieving well in English and art. In all other subjects, except mathematics and PE, pupils are achieving satisfactorily. No lessons were observed in PE to make a judgement and, in mathematics, achievement is unsatisfactory.

4. Pupils' speaking and listening skills are better than those expected for seven year olds. They enjoy listening to and talking about stories, rhymes and poems. Some speak clearly and confidently whilst a few need support to express their ideas. However, a few pupils in Year 2 call out inappropriately in some lessons. Their reading skills are well above average. Pupils make good use of phonic and word building skills. They are familiar with authors and know how to use the index in a non-fiction book. Pupils' standards in writing are also well above average. They can write in a wide variety of styles and use descriptive language in their stories. Pupils achieve well above average standards in literacy. In mathematics, pupils have a sound knowledge of two-dimensional shapes; they can recognise coins and add up amounts to 60p. They can add and subtract sums when the sum is arranged vertically but they lack understanding of how to solve problems using mental strategies. Overall, standards in mathematics, including numeracy, are below average in Year 2 and the pupils are underachieving. There are large gaps in their knowledge. In science, again, there is a lack of coverage. However, during the inspection week, the pupils' research skills when finding out all they could about bats showed that they were very interested and prepared to work hard. During the discussion following a talk from a visitor who had brought live bats into school, pupils revealed good background knowledge about animals and the environment. For example, half the class knew what 'endangered' means and several knew the meaning of the word 'hibernate'. In information and communication technology (ICT), in Year 2, pupils have a sound knowledge of how to operate computers in order to enter, save and retrieve their work. They produce text and pictures and display simple data. Pupils demonstrate appropriate skills controlling a programmable toy. In art and design, pupils attain above average standards in drawing, painting and collage using natural products from the school grounds. In design and technology, pupils created information posters about bats in three dimensions using different types of paper and were able to evaluate their work appropriately. In geography, in Year 2, discussion with pupils showed they had a sound understanding of the capital cities and physical features of the United Kingdom. In history, pupils can identify the exploration around the oceans of Christopher Columbus and they can write with empathy about the harsh conditions at sea in those times. In music, pupils can perform their own compositions confidently and sing well. In religious education, pupils show good recall of their learning about Hinduism and have learned about the importance of family love, respect and protection. No lessons were observed in PE.
5. In the end of Key Stage 2 national tests in 2000, the pupils' results were well above the national average in English, above average in mathematics and average in science. When compared with similar schools, the results are above average in English, average in mathematics and below average in science. Since 1998 there has been a steady decline in standards in science and, in mathematics, a drop in standards in 2000 but in English, standards have been consistently well above average for three years. The trend of improvement in the school's performance has been broadly in line with the national trend. Over the last three years, girls have outperformed boys in

English and mathematics but not in science, where there is no significant difference. The school has comfortably met its targets for 2001 for 75 per cent of pupils to attain Level 4 and above in English and mathematics. The school's target setting procedures are informed by its careful tracking of the progress of individual pupils.

6. The findings of the inspection are that, in Year 6, standards are well above average in English and above average in mathematics and science. The improvement in science compared to the previous year in Year 6 is because of the greater emphasis placed on investigative and experimental science. Standards are well above average in art and design and above average in music, PE and religious education. This is because teachers have very good teaching skills in these subjects and high expectations of what pupils are able to achieve. In all other subjects, standards in Year 6 are average for 11 year olds. No judgement can be made on standards in design and technology because no teaching was observed and very little evidence was available for the inspection team. Since the previous inspection in 1997, standards have improved in most subjects. This improvement can be attributed directly to the very good quality of teaching and learning in Key Stage 2 and the good implementation of the national strategies in English and mathematics in this key stage. There are no significant variations in attainment between girls and boys. All pupils, including those with special educational needs and those pupils with English as an additional language, are achieving well in English, mathematics, science, art, music, physical education and religious education. In ICT, history and geography pupils are achieving satisfactorily. No lessons were observed in design and technology to make a judgement.
7. Pupils continue to be active and responsive listeners at Key Stage 2 and express their ideas clearly and thoughtfully. The range of the pupils' vocabulary is wide and they are learning subject specific vocabulary very well in mathematics and ICT. Pupils' interest in and enjoyment of books continues into Key Stage 2 and, in Year 6, pupils read fluently, are very confident and are able to self-correct. Several read very challenging texts. Pupils write in a wide range of genre, such as myth, science fiction, fairy tales and horror, and their written comparisons of two poems showed maturity and a secure familiarity with assonance and alliteration. Standards in literacy are well above average for 11 year olds. In mathematics, pupils use a wide range of mental strategies to calculate and they can use several written methods to work out difficult problems. They are capable of solving multi-operational problems methodically and accurately when problem solving. They have a good understanding of fractions and percentages. They understand the properties of regular shapes and can calculate areas of a parallelogram and triangle. In science, pupils in Year 6 carried out research into habitats and gave a very good presentation to the rest of the class using ICT. They understand how different forces act upon an object and are able to organise very clear tables to show their results. In their work on materials, they discovered which materials make the best sound insulators.

8. In ICT, pupils in Year 6 can combine text and graphics and use email to send messages to each other when away on a residential visit. Additionally, they can use multi-media presentations and the Internet competently to find and retrieve information to support their learning across the curriculum. In art and design, pupils pay great attention to detail when drawing and painting. They have a very good grasp of how to present perspective in their drawings. They demonstrate high levels of skills in their lace-making club. In geography, pupils are clear about the factors that contribute to particular climates and understand the effects of the monsoon and where it usually occurs. In history, pupils have learned about the Indus people and know they invented an irrigation system before the Romans. Through the use of secondary sources, the pupils have come to conclusions about Indus artefacts and how and why they were made and for what purpose. In Year 6, several pupils learn musical instruments and most pupils show a good understanding of the structure of music and can read musical notation. In physical education, standards are above average and many pupils take part in the several sports offered at times other than in lessons. Their skills in dance are well above average. In religious education, pupils are aware of the five Buddhist moral precepts, they have good knowledge of the Christian Church calendar and their understanding of the special religious books, such as the Dead Sea Scrolls is good.
9. Pupils with special education needs and those pupils with English as an additional language attain appropriate standards for their abilities and they make good progress overall. The very good relationships in the school and the good knowledge that teachers and support assistants have of their pupils help them to feel confident and secure. Pupils' progress is more marked in literacy and numeracy because they receive support that is well matched to their needs. Pupils with physical disabilities and pupils with English as an additional language are supported well by the specialist teachers who visit the school regularly. Pupils who are gifted and talented make good progress and are encouraged to strive for high levels of achievement in their academic studies and in sport.

Pupils' attitudes, values and personal development

10. Across the school all pupils have very good attitudes towards learning. This is a very good improvement since the previous inspection, when pupils' attitudes were judged to be satisfactory overall, with an unsatisfactory minority. Pupils are very good listeners, generally want to please their teachers and concentrate well. They are very enthusiastic about their school, and those pupils spoken to stated that they would not wish to change anything about the school. Year 6 pupils expressed sadness at the thought of leaving. This enthusiasm extends into lessons, even to the point of some pupils being observed lining up for class well before the bell for the end of the lunch break! They willingly research information for school from their computers at home. Year 6 pupils showed very positive, mature attitudes in their independent work on different poets. Years 1 and 3 displayed very good attitudes in history lessons, waiting their turn before speaking, and listening attentively to one another, especially to pupils with special educational needs.
11. Children settle quickly to the routines of the reception class and grow in confidence. They quickly become independent and respond to the activities with enthusiasm. The very positive attitudes that the children develop in the Foundation Stage stay with them

throughout their time in school. When playing or working together, they co-operate well and support one another in their learning. The reception class teacher encourages the children to develop personal responsibility for their learning and they can organise themselves well. Their behaviour is good and they show positive attitudes to their learning.

12. Pupils with special educational needs have good attitudes to their learning and work hard. They are willing to practise aspects of the curriculum that have been identified as targets in their individual educational plans. Most pupils listen well in whole-class teaching at the beginning of the literacy and numeracy lessons and this forms the basis for much of their individual activities during the rest of the lesson. As they mature, they begin to develop more independent learning skills. The pupils who are physically disabled really enjoy practical activities. This was particularly noticeable in a design and technology lesson when pupils worked very hard, supported by their assistant, in response to the challenge in an activity to build a fairground.
13. Pupils' behaviour across the school is very good. This is a significant improvement since the previous inspection and is a major factor in the raising of standards. In the lessons observed pupils' attitudes and behaviour were good in Key Stage 1, and very good in Key Stage 2. These standards are directly linked to the high quality of the teachers' class management skills. A number of lessons were observed where no word of censure was needed. Pupils are well motivated for learning. All pupils make up their own class rules with their teachers, beginning with DOs and DON'Ts for the youngest pupils, for example, 'do be kind, do play nicely', and all classrooms have displays emphasising rules and good behaviour. Around the school pupils move very sensibly and behave well in potentially difficult areas, such as the very crowded cloakroom space for the older pupils in an area originally designed for infants. They enter and leave assemblies in a very orderly fashion. Pupils are polite and courteous to visitors, and open and friendly in lunchtime conversation. Behaviour in the lunch-hour both in the dining area, and on the playground and field where pupils make very sensible use of the large play area available, is very good. Very few incidents of misdemeanour and few accidents have been recorded, and those who supervise the lunch-hour are well briefed by their supervisor. Where there have been allegations of bullying, these have been quickly and successfully addressed. No incident of bullying or any other oppressive behaviour was observed during the inspection. Pupils are trustworthy and show respect for property and learning resources, such as the computers and musical instruments. They are especially good in their handling and care of books. No graffiti or litter were observed around the school. The behaviour of pupils in Years 4 and 5 was excellent throughout their visits to the local church and library. The school is rightly proud of the fact that there have been no exclusions, and the disciplinary committee has never had to meet.
14. The personal development of pupils is very good, and all pupils are encouraged to demonstrate self-discipline. 'God gave me a gift, but I must use it', is typical of the quotes and slogans emphasised in a Year 5 display. Personal responsibility is developed very well through, for example, pupils setting and evaluating their own targets, and through participating in local sporting events. They support charities by initiating fund-raising events, and collect and distribute food for the elderly at their Harvest Festival service; they sing to patients in the local hospital at Christmas. Class teachers allocate minor responsibilities such as returning registers, and some pupils were observed clearing chairs away after lunch voluntarily. Pupils are rightly proud of being elected to membership of the School Council, whose members discuss very maturely and sensibly, issues which are laid before it, such as litter, lunch-time arrangements, and the danger caused by a small minority of parents who park on the yellow lines outside the school. Since the previous inspection the school has increased the opportunities for pupils to take responsibility for their own learning, for example, working independently within the literacy hour.
15. A large number of pupils are involved in the very good provision of clubs and extra-curricular activities including team practices before matches. Clubs, for example, for dance, lace making and tennis encourage pupils to develop as individuals. Matches played against teams from other schools provide opportunities for pupils to develop and practise social skills, such as entertaining the visitors. These occasions also teach pupils how to behave appropriately whether winning or losing.

16. Relationships between pupils, and between pupils and their teachers are very good., especially in Key Stage 2 where the very good rapport between teachers and pupils encourages pupils to work to please them. The oldest pupils respond very well to being treated and addressed as young adults. Girls and boys work well together in small groups and in pairs, for example in Year 3 when studying maps of the locality, and in Year 6 when making observations on examples of art in religion. Pupils are kind to one another and show sensitivity to pupils with special educational needs, whose own attitudes and behaviour are similarly very good. Good work and performance are applauded spontaneously in class and assemblies. All staff are good role models for their pupils, and where teachers speak quietly and politely to pupils, as in Year 3, these qualities are reflected in the pupils' response. In Year 6 the teacher's enthusiasm for religious art and for the Indus valley fired up pupils' interest and positive attitudes, resulting in a high level of achievement in the lesson.
17. The previous inspection reported that attendance was good and exceeded the national average. This is still the case, but the overall attendance percentage has improved. Similarly, there have been no unauthorised absences. Parents continue to take pupils on holiday during term time. Registration takes place promptly at the start of the school day. Pupils are keen to come into school and are, overall, punctual.
18. One of the key issues arising from the previous inspection was for the school to adopt strategies to improve attitudes and behaviour. This issue has been addressed most successfully by the teacher who was given the responsibility for this project. Initiatives such as the new behaviour policy, 'Working together at Abbey Gates', a whole school programme for personal and social education, training for staff, the establishment of a rewards incentive system, displayed agreed rules for each class and the establishment of a school council have all contributed very positively to the raising of pupils' awareness, and the very good standards of behaviour seen by the inspection team. During the inspection, examples of the school's emphasis on the five 'Cs' – Care, Courtesy, Consideration, Cooperation and Compassion were all observed. Assembly themes support pupils' social and moral attitudes well. For example, they learn about helping other people through the story of the Good Samaritan. Ninety-eight per cent of parents who completed questionnaires felt that behaviour was at least good; 100 per cent felt that the school was helping pupils become mature and responsible. The inspection team agrees. The attitudes and behaviour of the pupils are strengths of the school.

HOW WELL ARE PUPILS TAUGHT?

19. Overall, the quality of teaching and learning is good. Most parents indicated that they were pleased with the quality of teaching in the school. The quality of teaching is good in the Foundation Stage, good overall in Key Stage 1 and very good in Key Stage 2. Ninety-eight per cent of the teaching observed was satisfactory or better, 42 per cent was very good and two per cent was unsatisfactory. This represents a very good improvement from the findings of the last inspection when 23 per cent of teaching was judged to be unsatisfactory. The proportion of very good teaching has also increased from a very low percentage. This has made a very positive contribution to the rising standards. There is a significant improvement in teachers' lesson planning that leads to the progressive development of pupils' knowledge and skills. This is the result of the support all teachers now receive from the school's more consistent system for planning of the curriculum as well as the clear schemes of work that are being developed for teachers to use.

20. The quality of teaching and learning for children in the Foundation Stage is consistently good with some very good features. The teacher knows the children very well and is skilled at developing warm relationships. She is very skilled at liaising with the part-time assistant and the helpful parents who help out in the classroom frequently. Consequently, the children are well settled into school and will move into Year 1 with good attitudes to learning. The activities provided for the children are purposeful, imaginative and meet the needs of the children well. All aspects of the relevant areas of learning are given good attention, including an emphasis on the development of personal responsibility and initiative. The teaching of literacy and numeracy is good and takes full account of the differing ages of the children in this large group. Of the 31 children, 13 are summer born and several are in the very early stages of learning. The management of the children is very good, for example, one afternoon all the children were involved in very different activities as well as one group exploring the outside environment but all went smoothly. The use of assessment to monitor the development of the children is very good and sufficiently systematic to identify the children's strengths and weaknesses in their learning as they move through the Foundation Stage.
21. Teaching of pupils with special educational needs is good. There is substantial evidence across the school of teachers using a range of methods that enable pupils to learn effectively. Activities are sufficiently varied to match the range of attainment of pupils. A very good ethos for learning is established through the very good relationships between the pupils and the adults who support them. Teachers plan work that is appropriate for the pupils and ensure that they are fully integrated into the work of the class. There is good liaison between the teachers and assistants and this contributes much to their learning. The teaching of gifted pupils is good. Teaching methods ensure that the pupils are challenged in most lessons by specific tasks and also given open-ended activities when they can use their research and interrogative skills.
22. The quality of teaching and learning in Key Stage 1 is good overall. However, there is some variability between subjects. For example, teaching and learning are good in English, art, design and technology, ICT and history and satisfactory in science, music and religious education. No teaching was observed in geography and physical education. Although the quality of teaching and learning is satisfactory overall in mathematics in Year 1, in Year 2 it is unsatisfactory. The methods used to teach mathematics showed a lack of understanding of how to teach the numeracy hour and there was little challenge for the higher attaining pupils. The pupils showed a lack of interest in the first part of the lesson and several called out inappropriately. The teacher had difficulty managing their behaviour.
23. The quality of teaching and learning in Key Stage 2 is very good. It was never less than good. Teaching and learning are very good in English, science, art, history and physical education and good in mathematics, ICT, music and religious education. No teaching was observed in geography. In

design and technology, the teaching and learning in the lesson observed for Year 4 was very good but no judgement can be made on the teaching overall in Key Stage 2 because no lessons were observed in Year 6 and very little work was available due to the greater allocation of time given to English, mathematics and science.

24. Significant strengths of the teaching are the very good relationships that are evident between the teachers and the pupils in Key Stage 2. These are directly linked to the teachers' excellent class management skills that lead to very good behaviour and very good learning in this key stage. In several lessons no words were needed by the teachers to obtain the pupils' total attention throughout the whole lesson. Very good teaching methods are used in Key Stage 2 to teach all subjects, and expectations of pupils are high. These high expectations impact on the pace of the lessons and the amount of quality work the pupils produce. Their learning is usually very good. In Key Stage 1, imaginative methods of teaching science, for example, by inviting specialists into school with live bats, ensured the pupils' total attention and their knowledge and understanding of how bats live, where they live, what they eat and numerous other aspects of the lives of bats were pushed forward. Also in Key Stage 1, the teachers' good methods of teaching design and technology resulted in great excitement in Year 1 when the pupils responded to a challenge to build a fairground activity in a short amount of time using excellent resources. In this lesson, the pupils learned quickly the best way to attach the different pieces of equipment to make them secure. A significant strength of the whole school is the practice of taking each class to the local library once a fortnight. This provision has helped to ensure that pupils have a real love of books and, as a result, the standards of reading are very good throughout the school.

25. The teaching of literacy is good throughout the school and has helped to raise standards. No teaching was less than good during the inspection. All teachers ensure there are good opportunities for improving the pupils' skills in speaking and listening. In the sessions designed to enable the pupils to discuss any problems or to celebrate small triumphs the pupils enjoy speaking and usually listen well. The format of the literacy hour has been established to a good standard. Good use is made of whole class reading opportunities with group and independent work set appropriately. Teachers across the school have a very good understanding of how to teach reading and the pupils know how they are progressing. Teachers give pupils opportunities to practise their literacy skills through descriptive writing in history and there are sound links with ICT when pupils have the opportunity to practise their word processing skills. Lessons in literacy are planned very well in clear progressive stages usually delivered at a fast pace, and tasks are very appropriate for pupils of all ability levels and they make good progress.
26. The teaching of numeracy is good in Key Stage 2. In Key Stage 1 it is satisfactory in Year 1 and unsatisfactory in Year 2. Where the teaching is good, the three-part lesson has been implemented well and the oral and mental work is well established. The teachers in Years 5 and 6 were teaching problem solving and reading timetables during the inspection week. Their very good skills of teaching pupils how to ensure that they disregarded irrelevant information in the problem ensured that the pupils forged ahead in their learning. The good use of small whiteboards for all the pupils in Year 5 gave them a focus and impetus to work out their calculations quickly. A good opening session in Year 4 showed that the teacher was emphasising the need for the pupils not only to know their tables well, but also to grasp finer mathematical points, such as looking for answers to the nine times table in the answers to the three times tables. In Year 1, the numeracy lesson had been well planned to include some interesting mathematical games for the pupils but the opening session was not successful, mainly because the pupils were sitting in a way that precluded the teacher from interacting with them effectively. For example, it was practically impossible for pupils to come out to the board to explain why they had completed a task in a different way. In the unsatisfactory lesson in Year 2, there was no evidence of the teacher using the many excellent resources that are available nationally to teach basic number understanding. From the analysis of the work of pupils in this class, it is evident that pupils have not been taught the basic numeracy strategies of finding answers to simple problems using a variety of mental, and pencil and paper methods. Most teachers ensure that pupils practise their numeracy skills in other subjects, for example, in design and technology when they measure paper or wood accurately and in ICT, when pupils practise their numeracy skills and create graphs. In Year 6, the pupils used their numeracy skills well to create and interrogate spreadsheets.

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

27. The quality and range of learning opportunities is good for children in the Foundation Stage, satisfactory at Key Stage 1 and good for pupils in Key Stage 2. Overall, it meets the statutory requirements of the National Curriculum and the Agreed Syllabus for religious education although, in Year 2, there is a lack of coverage in mathematics and science. Opportunities for pupils to learn through extra-curricular activities are very good and these enrich the curriculum in Key Stage 2, in particular. However, there are opportunities for even the younger pupils in Key Stage 1 to take part in sport outside the normal lesson time.
28. The quality and range of learning opportunities for children in the Foundation Stage are good. The planning of work for children is good and takes full account of the six areas of learning as recommended in the curricular guidance for the Foundation Stage. The teaching of literacy and numeracy is based appropriately on the national strategies for young children. A strong emphasis is placed on providing first-hand experiences for the children and on helping them to acquire language skills. There is good provision for personal and social development in the pre-school which shares the school accommodation and this prepares children well for entry into the reception class.
29. Since the last inspection the school has developed its curriculum satisfactorily for Key Stage 1 and 2. The literacy and numeracy hours have been implemented and the range of extra-curricular activities has continued to expand and provision is very good. Overall, planning is effective and good progress has been made in developing a coherent and common format for planning work. A key issue in the last inspection was to improve levels of attainment in ICT and design and technology. Standards in these subjects have now improved from below average to average, although in Key Stage 2 not enough time has been given to design and technology this year in Year 6. Provision for ICT is now good as a result of the very good management of this subject by the co-ordinator.
30. Although the weekly teaching time is adequate to meet the needs of the curriculum at Key Stage 1, it falls short of the recommended minimum time allocation at Key Stage 2 by one hour per week. Additionally, during the Spring term, the school introduced booster classes for English, mathematics and science in Year 6 during the school day and this reduced further the time allocated to history and design and technology. Very little work was in evidence for Year 6 in design and technology and no judgement could be made on standards. In Year 2, not enough time is allocated to science and standards are lower than they should be for pupils of this ability. In science and mathematics pupils have not covered the curriculum sufficiently and this lack of coverage partly accounts for the lack of Level 3 successes in the end of key stage teacher assessments in science and the national tests in mathematics. Good teaching makes the most of a sound curriculum in the core subjects of English, mathematics and science and in the foundation subjects.
31. The creative arts afternoon provides an enriched curriculum for dance, for art and, within the constraints of the school not having a musician on its staff, for music. Because teachers teach different year groups in turn they can use their good subject skills to bring very good learning opportunities to all Key Stage 2 pupils. A parent provides high quality music input and this strengthens music provision. The physical education curriculum is good, helped by good subject expertise in the school. The school gives generous time to physical education and this, coupled to the very good extra-curricular provision, means that pupils have very good opportunities for sport.
32. The curricular provision for pupils with special educational needs is good. It meets the requirements of the Code of Practice and complies fully with statutory reporting requirements. Pupils have good access to the curriculum and none are disapplied. This is achieved by the effective support provided for pupils with special educational needs, including the five pupils with statements for special educational needs. Support in class is carefully planned and organised to address the targets set out in pupils' individual educational plans so that it is of maximum benefit to all pupils. The special needs co-ordinator works very hard to maintain appropriate links with the class teachers and assistants to ensure curricular continuity but finds this very difficult due to her having no release time from her reception class. However, the class teachers maintain good liaison with the

assistants by their planning sheets and use of short-term targets. The specialist teacher for pupils with English as an additional language visits the school regularly and works with the pupils. Although there is no opportunity for her to meet with the co-ordinator on these occasions, the teacher leaves a comprehensive record of her observations of the pupils in lessons and the pupils' response to her teaching.

33. The National Literacy and Numeracy Strategies have been implemented to a good standard in Key Stage 2. In Key Stage 1, the literacy strategy has been implemented well. However, the numeracy strategy has been implemented satisfactorily in Year 1 but is weak in Year 2. In both key stages teachers are confident in how to use the literacy strategies and skilled in their knowledge of how to teach basic skills. In Key Stage 1, not all the teachers have been trained to teach the numeracy strategy and, as a result, some teaching is unsatisfactory. However, in Key Stage 2, teachers have responded well to the training in numeracy and this is having a good effect on pupils' attainment in this key stage. Teachers organise the three parts of the numeracy lesson well in this key stage and this is impacting on the high standards. Literacy and numeracy skills are effectively promoted in other subjects.
34. There is a variation in the quality of subject policies. The mathematics policy, for example, is several years out of date with no reference to the National Numeracy Strategy and there is no policy for ICT at all. This is because the school is still waiting for the local authority to give them a decision about what to do about writing policies. Some of the other policies, such as design and technology, are in place and are useful documents. The school makes good use of guidance from the national schemes to provide useful units of work as well as using other helpful documents from the authority. Co-ordinators are adapting these units of work into progressive programmes of study, which more closely match the needs of pupils in the school. Currently, there is no policy, or formal guidance, for the support of pupils with English as an additional language or other minority groups.
35. In its aims and in its practice the school the school shows a very good commitment to equality of opportunity. The headteacher's statement claims, correctly, that Abbey Gates is 'an inclusive school'. Many planning documents including, for example, the physical education and science policies, mention the importance of equal opportunities. In one lesson the teacher was careful to replace a boy percussion player with another boy so that the group remained balanced. Good opportunities exist for able pupils through challenging activities that ensure that those pupils are able to investigate mathematical and scientific problems. In physical education, for example, tasks can be undertaken at an appropriate level for the age of the pupils or the teachers ensure that there are more advanced activities allowing pupils to use their own levels of skills. Similarly, in the Year 5 science lesson pupils could plan easy or complex tests for the strength of several kinds of paper and the very good teaching ensured that the higher attaining pupils were challenged into carrying out the more difficult tasks. The high quality of teaching in drama and dance and art provides opportunities for pupils talented in these aspects of the curriculum. Lessons are available from visiting teachers on many instruments for those pupils especially interested in music.
36. Provision for extra-curricular activities is very good. All pupils are given the chance to shine in their particular sport. Every child gets the opportunity to represent the school in sport. There are many activities at lunchtime and after school almost too numerous to mention. They include lace-making, which is very well supported by both boys and girls, drama and dance, all types of sport, such as mini-basket ball and mini-cricket, football, netball, cross country and orienteering.
37. The enrichment of the curriculum by first hand enquiry, educational visits and visitors is well developed. Pupils in Year 5 and 6 are given the opportunity to go on a residential visit on which they can take part in many first rate direct learning activities. Teachers arrange visits to local places of interest as part of the history and geography curriculum, such as the local towns, Newstead Abbey, Mansfield Museum and Wollaton Hall. Many experts visit the school to talk about their particular subjects or to arrange a specific occasion for the pupils, such as a Tudor Day. During the inspection for example, Key Stage 1 pupils had an excellent opportunity to see bats and listen to enthusiastic and knowledgeable visiting

teachers. Amongst the broader aspects of the curriculum is orienteering at which pupils in the school excel. One pupil has succeeded in the sport at national level.

38. The school makes very good provision for pupils' personal, social and health education. Every class has a short personal, health and social lesson that often takes the form of 'circle time' where pupils literally sit in a circle and listen to stories or discuss issues of interest. Teachers lead these well. Pupils listen to one another sensibly and can express their thoughts well. In Year 1 they asked good questions after hearing the story of the Monkey King and clearly appreciated the strong moral point that came from the story. They were able to use well the 'talking partner' idea. Good open-ended questions led pupils to think about the story deeply. In Year 3 pupils were very disciplined about taking their turn to talk. They have a 'magic microphone' and only the person holding it may speak. This is good social training. The whole session led pupils to consider what they had enjoyed during the week and what they had not. There were some thoughtful responses and an excellent atmosphere encouraged pupils to share their thoughts in an atmosphere that allows the pupils to be relaxed and confident about speaking freely. Similarly, Year 4 pupils and their teacher developed the theme of responsibility. All these discussions worked well because of the ongoing good relationships between pupils and between pupils and teachers. Teachers' firm class management also settles pupils and allows a calm atmosphere in which pupils can share their thoughts often on quite sensitive issues.
39. Good emphasis is given to the teaching of health issues, drug issues and sex education. Outside speakers, such as the representative from the Police Force make useful contributions to pupils' understanding of personal safety. Teaching about 'citizenship' is implicit in the organisation of the school council, for example.
40. The school has good links with the community and these contribute positively to pupils' learning. Of particular value is the contribution of the local police through the DARE drugs awareness programme, visits by the Life Education Trailer and the work St John's Ambulance do to introduce Year 6 pupils to first aid techniques. The school makes good use of its local environment. In particular, the local public library is a valuable resource and every class visits the library every two weeks. Pupils regularly visit the local church; during a visit by the Year 4 class the Rector provided an excellent, spiritually uplifting experience. The school has long-established links with the senior citizens at The Homestead, centred around the pupils' harvest festival celebrations. Visits are regularly made further afield, including theatre trips, orienteering and residential visits to Matlock and Hathersage. Local clubs help the school with sports training.
41. The school has good links with other educational institutions. There are good links with local pre-schools to smooth the children's passage into formal education. In particular, there are excellent links with the pre-school, which shares part of the school's accommodation. The efficient Nursery Nurse, who is in charge of the pre-school, and the reception class teacher liaise very closely over the shared curriculum and use of the accommodation both inside and outside. This results in a very good start for the children when they enter the reception class. At the other end of the primary phase, the school has good links with the local secondary school, with opportunities for pupils to become familiar with the new people and environment before they join it. Information is passed to the secondary school to aid continuity, and there are meetings between Year 6 and Year 7 staff to smooth any potential issues. There is an active Joseph Whitaker "family" of schools whose headteachers meet regularly to discuss issues of common interest. Inter-school sporting competitions are important feature of the physical education provision of the schools involved, including Abbey Gates.
42. Provision for pupils' spiritual, moral, social and cultural education is good overall. This is an improvement from the previous inspection when it was considered to be satisfactory. Provision for moral and social development is very good and a strength of the school.
43. Provision for pupils' spiritual development is satisfactory. In art and design lessons, the pupils in Key Stage 2 produced some very beautiful paintings of part of the school grounds. Their very good skills were very evident and the pupils' self-esteem was enhanced. In art

and design, generally, pupils glimpse the beauty of shape and colour and, in science, they are beginning to see something of the wonders of nature. During the inspection, the younger pupils were entranced by seeing and hearing live bats in the classroom. In dance and drama, the older pupils have a sense of something very special happening to them as they portray emotions such as sadness or joy. In circle time, pupils have time for meaningful reflection. During the inspection, Year 4 pupils visited the Church where the Vicar gave an excellent talk to the pupils. This proved to be very interesting for the pupils who were reluctant to leave the Church and it was clear from the pupils' questions and response that they were affected by their visit in a spiritual way. Assemblies, however, are uninspiring as acts of worship. There is rarely a focal point such as a lighted candle and opportunities for quiet reflection are brief. It is noticeable that hardly any singing takes place during assemblies, which would allow the pupils and teachers an opportunity to lift their voices and feel a sense of beauty and comfort in the words and music of old and new hymns.

44. Provision for pupils' moral development is very good. The school ensures that many opportunities are built into the curriculum to help pupils think about moral issues. Year 2 topic books for example, show a piece of work entitled, 'A friend is someone who...'. Pupils wrote thoughtfully and, in many cases, effectively. 'Circle Time', when pupils sit in a circle and discuss issues important to them, is very valuable. They give pupils in both key stages opportunities to discuss and listen to one another's ideas and honest thoughts. There are clear expectations of good behaviour to which pupils respond very well. They have a very good sense of right and wrong. The document, 'Working Together at Abbey Gates', is the behaviour policy written in response to the previous report's criticisms of some pupils' attitudes to work. This document stresses the moral aspect of good behaviour.
45. There is very good provision for pupils' social development. There are many opportunities for pupils to exercise responsibility. Some act as librarians, others are school council members and many help in the classrooms. For example, in Year 3 science, all groups simply helped themselves sensibly to the equipment they needed. At the beginning of physical education lessons the older pupils put out the apparatus in the hall quickly and efficiently. Pupils know that they have a responsibility to be good hosts when sports teams visit the school and ensure that the visiting pupils have a drink and know where the toilets are. Across many subjects pupils work well together. They co-operate to share resources and collaborate to help the work. In a Year 5 science lesson, for example, the groups worked together pooling ideas and building on one another's thinking to solve the problem they had been set. Clearly, Year 6 pupils had researched together and made a very good collaborative presentation to the rest of the class. In many classes pupils spontaneously applaud things well done by other pupils.
46. Good provision is made for pupils to develop their knowledge of the many cultures of the world, which is enriched through stories and the curriculum. Pupils are also beginning to understand the cultures of India and cultures from long ago, such as The Romans, from the work they do in history and geography. Pupils are able to take advantage of local cultural opportunities such as the 'Time Travelling' experience at Southwell Minster and Lord Byron's home at Newstead Abbey. They also make visits to places further away and Year 6 pupils travel to Derbyshire for a residential visit where they explore the local area. Pupils from the school take part in local dance events and begin to develop an understanding of the traditions of English folk dancing. One of the extra-curricular activities is lace-making which is an excellent opportunity for the pupils to learn about historical Nottingham crafts and the local culture. In religious education pupils study many different times and cultures. The summer creative arts evening will include a performance of the story of The Willow Pattern, a classic Chinese tale. To support this performance and the pupils' understanding of the story, a gifted parent helped pupils produce a high quality cloth tapestry when pupils used crayons and marker pens to re-create the picture of The Willow Pattern design. Although the school provides awareness of the artistic elements of other cultures and there are many pictures by famous artists on the walls, there were none from cultures other than European. There is very little evidence that pupils are being prepared for their lives in a multicultural society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

47. The school provides a very caring and emotionally secure environment for its pupils, in which they can thrive. The school's ethos emphasises the need to support all aspects of children's development and teachers make considerable efforts to carry this through into practice.
48. The school has appropriate procedures for child protection in place and these are fully communicated to staff in the school. The headteacher has been trained in his responsibilities in this area. The school uses the LEA model policy document as a basis for its provision and it has the facility to keep appropriate records on pupils where there are particular causes for concern. Links are in place to the local social services department. Pupils are encouraged to take responsibility for their own safety, through a good personal, social and health education provision that incorporates aspects of life education such as the DARE and Life Education Centre programmes. Routine health and safety procedures are in place and the governors ensure that regular safety inspections of the school site are carried out. These need to be developed into more formal risk assessments using appropriate documentation, in line with the recommendation from the official health and safety audit conducted in 1999. All routine safety testing and precautions are carried out. The school has a medical room and sufficient first aiders, whilst all Year 6 pupils receive basic first aid instruction. No unsafe practice was seen in lessons during the inspection.
49. The school's procedures for assessing the pupils' attainment and progress are satisfactory overall. Baseline assessment is carried out when pupils join the school, and from this information, work is systematically planned for pupils' further development. There is good provision for English, mathematics and science and, since the previous inspection, religious education, but arrangements for the assessment of all other subjects are underdeveloped. This remains a weakness that was identified by the previous inspection. The assessment of reading is very good. The subject co-ordinator has introduced a comprehensive reading record book, where pupils and adults record details not only of what has been read, and when, but how well the pupil performed and where areas for improvement still exist. At the end of each key stage the results of national tests are analysed for possible variations in performance of groups of different pupils. In religious education the co-ordinator samples pupils' work, levels it against accepted criteria and builds up portfolios of pupils' work to share with other staff. This is very good practice, but is not established in art, geography, history, ICT, music and physical education.
50. The school's use of information from assessment to guide curricular planning is also satisfactory. Good use is made of results from standardised national tests to identify areas of weakness in Years 2 and 6, and to revise the curriculum in order to raise standards. This is an improvement since the previous inspection. For example, in English, the need to target improvements in writing has been identified and addressed very successfully through the provision of whole school in-service training, and the extension of pupils' writing in a wider variety of genres. In religious education the need for more emphasis on learning from religions was recognised and provision improved. In religious education and science new schemes of work have been introduced to help raise standards. Year 4 pupils are formally assessed using the optional standardised national tests. In other years, verbal and non-verbal reasoning tests provide evidence of progress. Teachers make good use of on-going assessment in English, mathematics, science and religious education, where separate tasks are set to provide for pupils of all abilities, including those with special educational needs.
51. The monitoring of pupils' academic performance and personal development is good. Data obtained from assessment is carefully analysed. Self-assessment made by older pupils enables them to set targets for themselves, and evaluations made later establish how successful they have been. Good use is made of learning support staff in observing pupils' performances, and of parents who come to hear reading and who make notes to share with teachers. Portfolios of pupils' work are compiled and these give good evidence of pupils' achievement. Every two terms the head teacher monitors pupils' work in all subjects, tracking progress. The newly appointed coordinator for assessment has identified positive

ways for taking the subject forward, such as an analysis of medium term planning, and ensuring that assessment opportunities, formal and informal, will be timetabled.

52. The care and support of pupils with special educational needs is good. The whole school ethos is well reflected in the way they ensure that pupils with special educational needs have opportunities to take part in all school activities. Their contributions are valued in class discussions and their achievements are well recognised. Pupils' needs are quickly identified when they enter the school and appropriate arrangements are made for the regular review of their progress. The progress of pupils is assessed against the targets in their individual educational plans, which are regularly reviewed by their class teacher and the special needs co-ordinator. The school's register for pupils with special educational needs has yet to be linked to an efficient tracking system to record the standards these pupils achieve and the progress they make as they move through the school. Effective use is made of agencies outside the school who provide help and support for individual pupils and their specific educational needs.
53. Children in the Foundation Stage are very well cared for and it is evident that they feel at ease in the reception class. Assessment and record keeping procedures are very good. Baseline assessment is carried out at the beginning of the term in which the children are admitted. Regular assessments continue to be carried out to monitor the children's progress and there is regular assessment of reading, phonic skills and mathematical skills.
54. The school has sound procedures to monitor attendance. If a pupil is absent without a reason having been received, parents are telephoned. The attendance registers are kept properly and the educational welfare officer involved as necessary if problems arise. The registers are kept in individual classrooms and there is little overall monitoring of data, although the headteacher has tested them for compliance. The school does not have a formal time at which the registers are closed off in the morning; lateness recording is therefore somewhat variable between classes. The school has taken steps to discourage parents from taking holidays in termtime, a major contributor to pupil absence in this school.
55. The school has a behaviour policy, called the 'Working Together' policy, and this outlines its approach. Procedures to monitor and promote behaviour are good, with effective and consistent implementation of the school's policy. The co-ordinator is active in supporting colleagues in maintaining standards and her awesome reputation amongst the pupils being such as to be commemorated in their appliqué work hanging in the school entrance! The school has adopted a 'no-blame' approach to bullying and racial harassment, and this is effective. On occasion, circle times and even drama are employed to address behaviour issues. The whole school community is aware of the expected standards, and the strength of these expectations is as important as the formal rewards and sanctions in this relatively small school. Pupils know exactly what is expected of them and usually try to comply. Only rarely does the school have to use its specific provisions to help the few pupils who find it difficult to do so.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

56. Parents are very pleased with all aspects of the school's provision, with virtually no dissenting voices. They appreciate the way the school is managed, the teaching, communications and accessibility, and believe their children benefit in all respects from attending it. There is some criticism of some large class sizes. However, in the class with 34 pupils, the quality of teaching and learning was judged to be good and, sometimes, very good. Overall, parents' views of the school are very positive and must be judged very good.
57. The relationship between school and parents starts with the good induction procedures in the reception class. As children get older, the school provides a satisfactory range of information to parents. There are organised opportunities every term for parents to come into school to see their children's teacher. The format of the written reports on individual pupils' progress is satisfactory. The school could provide more information on how children are actually

progressing and targets for future development, whilst the space provided for foundation subjects is limited. There is a regular flow of news sheets and letters home to parents and a well-produced glossy annual about the life and times of the school. There is an opportunity to give parents more information on topics that the school will be teaching to enable them to support their children's learning further. The Governors' Annual Report to parents is satisfactory but is a disappointing document, slightly bogged down in the legal requirements at the expense of giving parents a true flavour of the good work the governors do for the school. It does not include a required entry that informs parents about progress against key issues in the previous inspection. Similarly, the school prospectus is well produced but long on the administrative arrangements for starting school and less good at conveying the ethos and warmth of the school.

58. The impact of parents' involvement with the school is very good. Parents support their children's work by helping with homework, particularly by hearing them to read on a regular basis. Nearly all parents do feel that they can contact the school with any problems or suggestions and that they will be listened to. A large number of parents, approximately 40, help in school and their time is used well. Parents who do help in this way report that they are well respected by pupils and valued by staff. Parents help with guided reading, making resources, school productions, school visits and supervising classes going swimming. A parent runs the lace-making club and another plays the piano for the school. The parents of pupils with special educational needs are given an appropriate involvement in the reviews of their progress. A high proportion of parents signed the home school agreement. The contribution of parents to the children's learning is good. The parent teacher association organises social and fundraising events, making a significant additional contribution to school funding.
59. The quality of the partnership with parents has been maintained well since the last inspection of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

60. The headteacher, deputy headteacher and governing body provide the school with good leadership and management. They have responded well to the findings of the last inspection report and have addressed many of the areas of weakness identified within it. The governing body has been effective in the last four years in shaping a new direction for the school; whilst the headteacher has a clear vision of the way the school should support pupils in their academic and social development. The vast majority of parents believe that the school is well led and managed.
61. The headteacher's vision for the school is strongly based on a Christian ethos, and indeed in some aspects the school has some of the feel of a typical church school. In addition to raising standards, the school places considerable emphasis on addressing the "whole child", a phrase that has fallen into disuse in many schools but is still current in Abbey Gates. This breadth of ambition underlies the school aims and these are referred to when it comes to generating practice. For example, the school is committed to making time for personal, social and health education and pupils' spiritual development despite the pressures on time within the school day. The headteacher leads by example, particularly in his pastoral role, and the high profile of the deputy headteacher and other key members of staff serve as good examples for other staff and pupils. All staff understand the clear vision and are motivated to implement it. Class teachers are challenged to address

the aims in their day-to-day work. Their practice helps to enhance pupils' personal development and self-esteem. This results in pupils being very enthusiastic about their school. Parents understand and are very supportive of the approach.

62. The school reports that the last inspection caused a dip in morale in its aftermath, an issue that the headteacher and governors addressed head-on. As a result, the school has made good improvement since the last inspection and has addressed most of the weaknesses identified by that inspection successfully. This applies both to the aspects that were singled out as key issues but also the other areas where some opportunities to improve were identified. In particular, the areas for improvement in the management of the school have been taken seriously and action taken to develop good practices. The literacy and numeracy strategies have been implemented well overall since the last inspection took place. However, the implications of such developments in the curriculum have not led to a review of available teaching time and how it is used; such a process would have improved the match of available time to the needs of individual subjects.
63. The way the good overall school ethos translates into practice is variable. The school's involvement in the Investors in People programme has been used well as a framework for much of this development activity. This has been used to drive progress on a number of issues. It has provided a good tool to address many of the shortcomings identified at the time of the last inspection and has been far more than just a paper exercise. However, despite this, delegation of responsibility to curriculum co-ordinators is not fully developed and hence there is further room to increase their effectiveness. Even taking into account the limited numbers of staff available to undertake such roles, responsibilities are unevenly distributed amongst the teachers, resulting in a high workload for certain members of staff. The special needs coordinator, for example, with a very time-consuming role, is expected to fulfil the task without being given any non-contact time from her role as reception class teacher with 31 children this term. She is also the Key Stage 1 co-ordinator and has responsibility for liaising with the pre-school that uses part of the school accommodation. Classroom monitoring is limited, with all being conducted by the headteacher rather than co-ordinators, and this limits the co-ordinators' ability to spread good classroom practice throughout the school in their own subjects. This, in turn, helps to explain at least some of the variations in the quality of teaching in Key Stage 1.
64. There is satisfactory management of the provision for pupils with special educational needs and, generally, accurate records are maintained. The co-ordinator does not have any release time to carry out the administrative duties that are required. As a result, and understandably, there is some confusion about who is responsible for bringing the pupils' individual education plans up to date following the numerous meetings that are held termly for the five statemented pupils and for those seven pupils who are on Stage 3 of the Code of Practice. This type of organisation for termly, instead of annual, reviews generates an enormous amount of paperwork and needs

one person at the helm to ensure that it is completed satisfactorily. At the moment, the headteacher takes a role, for example, and writes the review reports following the meetings. Generally, schools hold their annual review meetings annually which is the statutory requirement for statemented pupils only. The funds allocated to the school for this area are used well and the governing body supports and monitors the school's provision. However, in their annual report, the governors do not explain the school's provision or show how resources have been allocated and used.

65. The management of the provision for children in the Foundation Stage is good. The reception class teacher has overall responsibility and brings a wealth of experience to her post. The part-time support assistant supports her well within the limits of her major responsibility, which is to support a children with a statement within the class. The quality of relationships between the children and the adults is very good. The accommodation is good indoors but, unfortunately, although there is a Foundation Stage designated outside play area, this is dominated almost entirely by the children in the pre-school that use school accommodation. It is only possible for the reception children to use this play area in the Autumn and Spring Terms when there are few children on roll. Even then, the children do not get much benefit from this resource.
66. The school is well supported by its governors. The governing body has a clear understanding of its role. At times their understanding provides a useful objective balance to act as a foil to the headteacher's idealism. The governors, as individuals, bring a lot of useful experience to the school from their own areas of interest and occupations. They have provided clear strategic direction for the school and this has made a major contribution to the way the school has advanced in the last four years. They work effectively as a team, with an effective committee structure to spread the workload equitably. Their relationships with the headteacher and other staff are good. Individual governors make regular visits to the school and this helps them to keep an overview of the curriculum and school life. They have a good understanding of the strengths and weaknesses of the school. They show a clear commitment and a sensitivity that supports the school community effectively.
67. Their role in shaping the direction of the school is informed by their visits to school, attendance at courses and involvement in the school's improvement plan. They have a clear view of their priorities for the school, indicated, for example, by their commitment to establishing a seven-class structure and the need to improve the physical fabric of the buildings. The governors fulfil their statutory responsibilities well. Their annual report to parents is a disappointing document that does not communicate well the contribution the governors make to the school.
68. The headteacher plays an appropriate role in monitoring and evaluating the school's performance. He has taken steps to advance his own professional development. He has undertaken monitoring of teaching across the school.

Although satisfactory, the impact of this on improving the quality of teaching has not been as great as it could be, since this process has not identified the variations in the quality of teaching within the school. Spreading the workload amongst curriculum co-ordinators would help ensure that this work is conducted effectively to spread good practice throughout the school and raise standards. It is also a missed opportunity to help teachers develop professionally. The headteacher systematically assesses pupils' test data to analyse strengths and weaknesses and uses the information to inform future planning of the pupils' learning. This evaluation has not identified the marked differences in teaching and learning between key stages. There is a shared commitment amongst staff to improve and succeed. The school has established a coherent strategy and structure for performance management in order to maintain the impetus towards raising standards and to help individual teachers to develop professionally. The first cycle of this process has been completed. Teachers are encouraged as part of the Investors in People processes to consider their own professional development and the school encourages them to attend appropriate courses to further both their own careers and also to address the skills needs of the school. The number of teachers who have left the school for promoted posts suggests that the school is successful in this area. Formal appraisal of the headteacher is awaiting the arrival of the external adviser. The school has effective procedures for the induction of new staff. It has not employed a newly qualified teacher for a number of years, although procedures are in place should the need arise.

69. The school's priorities for development are good and the methods by which they are to be achieved, through the school's improvement plan, are also good. This latter document includes details of the action required, timescales, milestones and monitoring procedures. It provides a working document that enables staff to act efficiently and governors to monitor effectively.
70. There is effective management of financial planning and deployment of resources. The large surplus carried forward from 1999 was earmarked for improvements to the building and grounds. A considerable amount of money was spent on ensuring that provision for ICT was improved and that each classroom now has two computers with some having large screens. The school improvement plan includes sensible priorities for development and actions are costed. The budget is well planned, and there are clear strategies to ensure that available funds are targeted towards further school improvement. The school intends to develop its financial planning further into the future.
71. Principles of best value are applied, particularly when purchasing large items or when improvements to the building are being considered. An example was recent debates on possible replacement of the school's heating boiler. A recent external audit found the arrangements for financial management to be satisfactory although in a number of key areas there was scope for improvement. The school responded positively to the audit and has in most

cases changed procedures to comply with its recommendations. The school has retained a paper-based system of ordering its requirements, which it operates effectively. Its use of new technology is limited but sound as far as it goes. Budgetary controls are sound overall. The governors monitor financial arrangements effectively through their committee structure, receiving good financial information on a monthly basis, which enables them to track actual results against budget effectively. Value for money is judged to be good because of the effective way available funds are deployed for the benefit of the pupils' education. The school has appropriate monitoring systems in place to ensure that specific grants are used for their designated purposes.

72. There is an appropriate match of teaching staff to the demands of the curriculum. Except for reception, all class sizes are around the 30 mark, with one class having 34 pupils in it. All teachers are experienced and were trained in an appropriate phase. However, a number of key staff are leaving the school and so it is impossible to make a long-term judgement on this aspect of the school. The school employs sufficient support staff; their skills are good with most assistants having a relevant qualification. The assistants work well with the teachers and play a valuable role in supporting pupils' learning. This is having a positive impact on the good progress made by pupils with special educational needs. The school runs smoothly on a day-to-day basis due to the good administration in the school office.
73. The school has good accommodation. The grounds in particular are excellent, offering a large and open space both for pupils' play and for delivery of the PE curriculum. There is ample shaded area for hot summer days. There is a good outside play area for early years pupils. The building provides sufficient classrooms for the number on roll, together with a variety of other spaces, including libraries, a hall, and resource areas. There is a particularly useful music room. The design of the building, with large expanses of glass, tends to make it hot in summer and cold in winter, whilst the lack of internal doors offers advantages in the flexible use of space but does allow sound to carry from one classroom to the next when a noisy activity takes place.
74. Resources are satisfactory overall, with all subjects sufficiently equipped. There are appropriate resources, such as big toys, for the children under five. Resources in music, PE and science are good. The Key Stage 1 library needs more reference books.
75. Overall the leadership and management of the school have improved since the last inspection of the school.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

76. In order to continue to improve the quality of education provided by the school the governors, headteacher and staff should:[introductory numbered paragraph]

- (1) Raise standards in mathematics in Key Stage 1 by:
 - ensuring that the teaching of the numeracy hour is improved;
 - planning tasks for the more able pupils that will enable them to reach the higher levels of attainment;
 - ensuring that the mathematics curriculum is fully covered.
- (Paragraphs 3, 4, 22, 26, 33, 63, 68, 99, 101, 105)

- (2) Improve the monitoring, evaluation and development of teaching and the curriculum by: ***
- giving key members of staff sufficient time to carry out their roles and fulfil their responsibilities;
 - delegating responsibilities for subjects and aspects of the curriculum more sensibly.
- (Paragraphs 63, 68, 98, 106, 107, 112, 122, 132, 138, 145)
- (3) Introduce effective assessment procedures for art, geography, history, ICT, music and physical education to ensure that the pupils' skills and knowledge are built upon systematically as they move through the school.
- (Paragraphs 49, 122, 128, 132, 138, 145, 150)
- (4) Ensure that the weekly lesson time in Key Stage 2 meets the recommended minimum allocation to provide a more balanced curriculum.
- (Paragraphs 23, 30, 62)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- Plan the use of the outdoor play area for the Foundation Stage more effectively in order to ensure that the reception class children have daily outside play opportunities.
(Paragraphs 65, 87)
- Ensure that a full health and safety risk assessment is undertaken.
(Paragraph 48)

*** **Issues already identified by the school in the development plan.**

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	50
Number of discussions with staff, governors, other adults and pupils	40

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	42	42	14	2	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	200
Number of full-time pupils known to be eligible for free school meals	2
Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	5
Number of pupils on the school's special educational needs register	30
English as an additional language	No of pupils
Number of pupils with English as an additional language	3
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	18	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys			
	Girls	15	15	16
	Total	25	24	26
Percentage of pupils at NC level 2 or above	School	89 (82)	86 (86)	93 (86)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys			
	Girls	15	17	16
	Total	24	27	26
Percentage of pupils at NC level 2 or above	School	86 (82)	96 (86)	93 (86)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	6	20	26

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls	19	17	17
	Total	24	22	23
Percentage of pupils at NC level 4 or above	School	92 (82)	85 (94)	88 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls	19	17	17
	Total	24	22	23
Percentage of pupils at NC level 4 or above	School	92 (85)	85 (91)	88 (88)
	National	70 (68)	72 (69)	79 (75)

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

Boys' results not entered as there were less than 10 boys taking the tests.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	6
Pakistani	1
Bangladeshi	0
Chinese	0
White	0
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Teachers and classes**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	25
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	7
Total aggregate hours worked per week	111

FTE means full-time equivalent.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	1999/2000
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	£
Total income	349,449
Total expenditure	372,163
Expenditure per pupil	2,045
Balance brought forward from previous year	43,665
Balance carried forward to next year	20,951

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	200
Number of questionnaires returned	57

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	54	40	4	0	2
My child is making good progress in school.	54	42	2	2	0
Behaviour in the school is good.	42	56	2	0	0
My child gets the right amount of work to do at home.	23	56	9	4	8
The teaching is good.	47	49	0	2	2
I am kept well informed about how my child is getting on.	30	58	9	2	1
I would feel comfortable about approaching the school with questions or a problem.	66	32	2	0	0
The school expects my child to work hard and achieve his or her best.	54	42	0	2	2
The school works closely with parents.	30	64	4	2	0
The school is well led and managed.	30	60	2	4	4
The school is helping my child become mature and responsible.	39	61	0	0	0
The school provides an interesting range of activities outside lessons.	33	44	12	0	11

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

77. The school has maintained the good provision for children in the Foundation Stage since the previous inspection. Assessment made of the children on their entry to the school shows their attainment to be broadly average for their age. However, there is variation year on year and the children admitted a year earlier showed higher attainment on entry. From this starting point, the children achieve satisfactorily and broaden their knowledge in all areas of learning. By the time they are ready to start in Year 1, the majority of children are likely to attain the national expectations in the early learning goals in all areas of learning. This would appear to be a decline since the last inspection report and there are two reasons for this. The new Curriculum for the Foundation Stage has higher expectations for children of this age in all the areas of learning and 42 per cent of the children are summer born.
78. The teaching is good in all the areas of learning and the well-planned curriculum gives children a wide range of relevant experiences. This helps them to make appropriate gains in their learning. The on-going assessment of the children is very good and identifies their strengths and weaknesses effectively. The teacher knows the children well and ensures that the activities are well matched to their individual learning needs. Her management skills are very good with this large group and she was able to ensure that they were involved in several different activities, as well as using the outside environment during one afternoon, without any fuss or difficulty.
79. The children are admitted to the reception class to start full-time attendance at the beginning of the term in which they become five and, in this summer term, there are 31 children in the class of whom 13 are summer born, which is a high percentage. There is no full-time early years assistant supporting the teacher. However, an assistant who is supporting a statemented child is employed for the mornings and she plays a major role in the class working closely with the teacher. Although she has had no specific training for Foundation Stage support, she has a natural ability to liaise well and has made good relationships with the children. The provision for children with special educational needs is sound in the reception class and every effort is made to ensure they are included in every activity. Their achievement is appropriate for their abilities.

Personal, social and emotional development

80. The children achieve satisfactorily in their personal and social development and by the time they leave the reception class they are attaining the national expectations in the early learning goals in this area. The well-organised procedures help the children to develop self-confidence and assurance and to take care of their own needs. Systems are in place that allow the children to choose some activities, find the right equipment and use their initiative. The behaviour of the children in the classroom, and when moving around the school is good. This was very noticeable in assemblies where the children sat quietly even though some stories were not appropriate for them. They can undress themselves in readiness for physical education lessons in the hall without much help. The children settle quickly to more structured activities, such as the literacy and numeracy hours, and show that they can concentrate for appropriate periods of time. They are enthusiastic and have very good attitudes towards their learning.

81. Teaching is good and personal and social development is strongly promoted in the planning the whole of the curriculum. Several helpful parents support the teacher frequently. The adults provide very good role models for the children, always treating each other and the children with courtesy and respect. This leads to trusting relationships.

Communication, language and literacy

82. Children's achievement is sound in this area of learning and most children are on course to meet the recommended early learning goals by the time they end the reception year. They listen attentively and are confident in their use of a growing vocabulary when taking part in discussions. For example, when the teacher was asking questions about a picture in the large book being used for teaching reading, one child suggested confidently that, 'Flora is juggling the shells'. In this summer term, the planned literacy work is linked to the National Literacy Strategy framework for young children. It is well used by the teacher to meet the needs of all children. Plenty of opportunities are made throughout the day for the children to talk in small groups or individually. Their interest in language is reinforced well through stories and action songs that require them to experiment with words. All the children enjoy listening to stories and readily share books with adults. The children handle books well and approximately half the class can recognise familiar words in simple reading books. Many can hear and say the initial sound in some words and use their knowledge to read and write simple regular words. They are making better progress in their reading skills than in their writing skills.
83. Good teaching introduces children to the awareness of writing for different purposes, for example, some children attempted to write in the style used on a postcard. Most children can write their names and use the good resources available to support their writing. Older and more able children are beginning to show an awareness of how full stops are used and write freely. A good range of writing is planned for the children to be aware of how to write lists, for example, and to send letters to their friends. However, some children are still making marks on paper or writing letter strings and need much more support.

Mathematical development

84. This area of learning is well taught and, by the end of the reception year, children are well on course to meet the recommended early learning goals for mathematics. Their achievement is satisfactory. Most children can count up to ten and record with the correct number of objects. They copy-write numbers and many are beginning to record numbers unaided. Most children develop a sound understanding of mathematical language and use words such as, 'higher', and 'lower' when talking about numbers. More able children use their developing mathematical ideas to solve problems, such as what is the best way to arrange a group of wooden animals to count them correctly. A few children know that if one is taken away from ten, there are nine animals left. More formal activities for mathematics are introduced effectively to the children through the framework for teaching numeracy. The teacher uses a wide range

of imaginative strategies in the opening session of the numeracy hour, such as large playing cards, to move the children forward in their mathematical development. They enjoy these sessions and listen attentively because the teacher makes their learning fun. Many children are able to recognise and name a triangle, circle and square and show an awareness of measurement, for example, by finding out which teddy is the heaviest or lightest.

Knowledge and understanding of the world

85. Children enter the reception class with a basic general knowledge, which the teacher builds on effectively helping them to learn more about the world around them. The teaching and learning are good and most children are on course to meet the recommended early learning goals by the end of the reception year. Their achievement is satisfactory. Activities are very well planned and are carefully linked between the recommended areas of learning and the National Curriculum subjects. Taking themes, such as 'Pirate Pete', which was the name of the story being used in the literacy hour, the teacher carefully plans activities to enable the children to explore aspects of the environment and to relate the work to their own experiences. Groups of children contributed to making food, hats and presents for 'Pirate Pete's Party'. They made sandwiches with the help of their teacher, used a whisk to share in making a milk shake, cut and stuck shiny paper and tissue paper to make hats and wrapped presents. They were well supported in these activities by helpful parents but were encouraged to be as independent as possible.
86. The teacher makes effective use of the school grounds to introduce children to the places that animals might seek shelter. The children had created their own small habitats for snails out of tree bark, dead grasses, fir cones and general debris and had placed their habitats very carefully in a very special place in the school grounds. The teacher cleverly continued this theme and brought in snails and worms for the children to observe the similarities and differences. The children were delighted to watch the snails, in particular, climb all over each other and up the sides of the glass container. Their efforts with a magnifying glass were interesting to watch as they tried to move the glass into a position where they could see the snails properly without them being 'all blurry'. A wide range of construction toys and materials are provided for the children to explore and use their skills to make models. They make sound progress when using the computer and demonstrate appropriate skills in their control of the mouse when attempting to make a card to send to a friend. The children are introduced to a suitable range of religions and beliefs through religious education lessons. Their follow-up drawings to the story of how disappointed God would be if he had a look at some of the ways in which the world has been polluted were thoughtful and skilful.

Physical development

87. Children are achieving satisfactorily in developing physical control, mobility and awareness of space indoors. However, the designated outdoor area for the children with wheeled toys and clambering equipment is not readily

available. This is because it is used by the children in the Pre-School group continually during their sessions and is only available to the reception class on three afternoons a week. On these afternoons, there is no assistant working in the reception class to enable the teacher to plan for the children to enjoy structured play outside and to refine their skills. The children join the older children in the playground at break times and have regular opportunities to use the hall for physical education, dance and drama activities. In these lessons, the children make good use of the space in the hall and develop an awareness of others. Good learning in these lessons is due to the teacher's good use of time that keeps all the children involved and active. For example, in the dance lesson, the children made a big circle with little fuss and moved in and out making 'whooshing' noises pretending to be big waves. They showed appropriate skills for their age in this lesson and practised sea creature movements, such as pretending to be crabs waving their legs and arms in the air. They are beginning to understand what happens to their bodies after exercise and why they need to warm up and down.

88. In the classroom, children develop increasing hand control through cutting, sticking and by practising their handwriting. They are competent when rolling out dough and using cutters to make shapes. Most children make marks with a variety of painting and writing materials. Good learning in this aspect is due to the good direct teaching of skills and the variety of methods used by the teacher. Most children are on line to meet the recommended early learning goals in this area of learning.

Creative development

89. Most of the children are on line to meet the recommended early learning goals in their creative development and their achievement is satisfactory. The teacher provides a good range of opportunities to develop the children's creative skills and their work is attractively displayed in the classroom. The children enjoy singing rhymes and traditional songs and they matched appropriate sea creature movements to the music in their dance lesson. They use their imagination in their artwork and some skilful drawings showed they were able to express their feelings and thoughts about how the world has been polluted. For example, one of the children had drawn a flower with the stem broken and the flower head leaning down towards the ground to represent vandalism. Children use pastels and paint imaginatively and print with different objects to create attractive pictures, such as spirals to represent snail shells. During the inspection week, they had made clay snails and enjoyed feeling the texture of the clay on their hands. The children's 'nests' they had made for a snail or other animals enabled them to use their imaginative ideas and talk to their friends about their particular nest and why the snail would like it. A role-play area is set up in the classroom and is a favourite choice for the children. Teaching is good in this area with very good planned links to other areas of learning.

ENGLISH

90. Standards of attainment are above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. All pupils, including those with special educational needs and those pupils for whom English is an additional language, achieve well. This is a good improvement since the previous inspection when standards were judged to be 'at least in line with national expectations and often better'. In the national tests in 2000 for Year 2, pupils' reading was well above the national average. In writing, standards were above average. At the higher Level 3, reading and writing was well above average. Inspection evidence confirms these results. Over the last four years and, since the last inspection, standards have been maintained and in some areas improved. Pupils' writing has improved steadily and at a rate faster than that found nationally. In the teachers' assessments for speaking and listening, standards were above the national average. In comparison with similar schools, standards are average in reading, but below in writing. There are no significant differences between boys and girls.
91. Standards of attainment at the end of Key Stage 2 are well above the national average. Achievement at this stage is good. In the 2000 national tests pupils' attainment at both the average Level 4 and the higher Level 5 were both well above the national average. Since 1997 standards have risen steadily compared with the national percentages. The inspection confirms the governors' view that there has been "tremendous progress in English since the last inspection". In comparison with similar schools, pupils' attainment was well above average. In reading, attainment was above average, and in writing, well above the national average.
92. Standards in speaking and listening are above average in Key Stage 1 and well above average in Key Stage 2. Pupils are very good listeners across the school both to their teachers and to one another and, in a Year 2 lesson, showed exceptional concentration and sensitivity when listening to and watching a teacher for the deaf working with one of their class. Almost all pupils listen well in assemblies, where opportunities are also taken to develop speaking skills. This inspection confirms the judgements of the last inspection that pupils, generally, are very articulate. Most teachers use good open-ended questions that require pupils to consider their replies carefully. They are good in debate and discussion, for example in Year 5 when giving their views on Faith and in Year 1 when recounting the story of "Mrs Armitage and the Big Wave". Speaking and listening skills are well promoted by all teachers across the curriculum.
93. Standards in reading are well above the national average across both key stages. This is an improvement since the previous inspection. Inspection findings confirm the results of the 2000 tests. Pupils heard to read from Year 2 make good use of phonic and word building skills. A below average reader reads "embarrassed" correctly and is able to build "galloping" by breaking the word down into syllables. Key Stage 1 pupils are familiar with authors, know how to use the index in a non-fiction book and understand the term "blurb",

making good use of it when selecting books. Year 6 pupils are all fluent readers, confident and are able to self-correct. They are expressive and sensitive in their reading, for example, adopting a suitable apologetic tone when faced with, "I had to live out a lie". A feature of pupils' reading across the school is the good awareness they show towards punctuation, enabling them to intonate correctly in questions and exclamations. Pupils and teachers share very good reading records, where pupils set targets and self-assess, evaluating their own performance. Though few teachers make use of a regularly timetabled silent reading session, the hearing of reading at school is both regular and constructive and, at home, is well supported. A considerable number of parents and grandparents hear readers both individually and in small groups under close direction from the teachers. During the inspection a grandparent heard every pupil in one class read individually. Such high level of support from parents is both rare and excellent, and contributes very positively to the raising of standards. Another outstanding and rare feature of provision for reading is the practice of each class visiting the nearby local library every two weeks. Fiction and non-fiction books are borrowed, books are obtained for project or research work, and pupils are instilled with a real love of and respect for books. Discussion with the librarian reveals that many pupils continue to remain library members after they leave the school. All pupils heard to read are able to access information from the school's libraries, using, "Where's That Book", but are less familiar with the full Dewey system.

94. Standards in writing are well above average at the end of both key stages. This is a good improvement since the last inspection, when standards were judged to be average overall. In the year 2000 national tests, Key Stage 1 pupils achieved standards well above the national average, and early indications are that the present cohort of pupils will do the same. Year 2 pupils write in a wide variety of genres, choosing words carefully for effect, using descriptive language in their stories, such as "the balloon drifted out over the snow-capped mountain and over the African plain". They write and illustrate storybooks such as, "Rainbow fish meets his girlfriend", and use practical, instructive writing, for example, "How to make a cup of tea". They show good use of basic punctuation, full stops and capital letters, use apostrophes for contraction such as "can't, won't, I'm" correctly, and are generally good spellers. Less able pupils make good use of story frames to help with sequencing, or use cut/paste technique to sequence a story.
95. Pupils in Year 6, in their comparison of two poems, write vividly, one describing a rabbit's view of a fox's fur "like an evil red forest". They are familiar with assonance and alliteration, and use both in their writing. They write a wide variety of stories; horror, myths, science fiction and fairy tales, choosing vocabulary for effect, for example, "the handwriting had stayed deeply *embedded* in the page." Reading comprehension exercises are usually answered in full sentences. Pupils make good use of similes and understand that a metaphor is a more direct comparison. They punctuate dialogue correctly and all write in paragraphs. Writing journals are kept, revealing emotional, atmospheric writing, for example using alliteration to write, "The swaying horses slithered and slipped". Achievement in writing is good in both

key stages for all pupils, including those with special educational needs and those with English as an additional language. In Year 3, pupils also use alliteration effectively in writing a “number” poem, for example “Ten thick Tarantulas treading through tomatoes” or “ Ten teenage turtles twirling twenty times”. Words are chosen carefully for effect. Year 5 pupils use persuasive writing for their work on advertising. Overall, standards of handwriting and spelling are above average, though spellings are not always set for pupils of different abilities. Presentation and marking have improved since the previous inspection and are good overall.

96. The quality of teaching and learning is good in Key Stage 1 and very good overall in Key Stage 2. Nothing less than good teaching was observed in English during the inspection. This is an improvement from the previous inspection when teaching was judged to be satisfactory overall, but varied between unsatisfactory and good. The best teaching is typified by excellent class management skills that lead to very good and, sometimes, excellent behaviour resulting in good concentration and learning. Teachers in Key Stage 2 have very good rapport with their pupils, have need of little, if any, words to encourage good behaviour, and are able to motivate pupils to meet their high expectations of task and conduct. They push pupils along, challenging them further, reminding them, “You have three more minutes to finish this”. All teachers make good use of the literacy hour strategy to plan lessons very well, in clear progressive stages, usually delivered at a good pace, and setting tasks appropriate for pupils of all ability levels. Pupils with special educational needs and those with English as an additional language, are well provided for, well supported in the classroom by learning assistants, and they make equally good progress as other pupils. Plenary sessions are used well for reflection, to reinforce learning objectives and to develop speaking and listening skills. Arrangements for homework are satisfactory.
97. Since the previous inspection the implementation of the literacy hour has helped to raise standards. Teachers implement the literacy hour strategy well. The teaching of literacy skills is good, with teachers taking opportunities across the curriculum to reinforce basic learning. There are many examples of the good use of reading and writing across the curriculum, for example, in science pupils record effectively what they have learned and in design and technology the pupils are good at annotating their plans and evaluating their products. There is good evidence of pupils writing in descriptive and narrative forms in history. Good use is made of whole class reading opportunities, sharing of large books with extra large print, with group and independent work set which is appropriate for pupils of all abilities. Pupils enjoy and bring good attitudes to the literacy hour in Key Stage 1, and very good attitudes in Key Stage 2.
98. The subject coordinator gives good leadership and has introduced good new initiatives of her own making, such as the reading record files and the guidance for using drama within the literacy hour. Assessment of the subject is good and good use is made of data from the national tests that is analysed, for example, to raise the standards of writing. There are policies for all aspects of

the subject and the school recognises the need to up-date all of these. Planning following the literacy hour strategy is very good. Visits from groups such as the English Shakespeare Company and Roundabout Education help to support the subject. The co-ordinator has no release time to monitor the subject. At the end of the Autumn term, each Key Stage performs a dramatic production and good use is made of drama and role play in class, and in assemblies. During the inspection, pupils from Year 4 performed a “rap” poem in assembly, which was delivered very skilfully much to the enjoyment of all the pupils and visitors. Extended writing opportunities are made available, but the overall curriculum time for Key Stage 2 pupils is below the recommended minimum generally, and the provision of regular time allocations for silent reading or for spellings, handwriting or drama is inconsistent. The subject is well supported by ICT with many pupils demonstrating appropriate word processing skills and able to send email letters. The subject contributes positively to pupils’ moral, social and cultural development. Accommodation for the subject is good. Each key stage has its own attractive and welcoming library, and there is a well-stocked and well used room for literacy resources. Resources for the subject are good, but there is a recognised need for more non-fiction books for both key stages. The subject has a strong focus around the school with all classrooms having literacy and reading areas, enhanced by high-quality displays. The subject meets statutory requirements.

MATHEMATICS

99. Inspection evidence shows that standards of attainment in the current Year 2 are below the national average and this is a decline from the findings of the last inspection when it was judged to be average. The results of the end of the key stage tests in mathematics in 2000 were well above the national average compared to all schools. When compared to schools in a similar context, the results were judged to be above average. Explanations for the differences between inspection judgements, the last inspection findings and the end of key stage tests in 2000 are due, in part, to a lack of continuity in teaching. Also, the scrutiny of work revealed that the mathematics curriculum has not been covered sufficiently during the year and the amount of work completed by the pupils is less than what is normally expected for their age. The achievement of all pupils, including those with special educational needs and pupils with English as an additional language, is unsatisfactory. The data for the last three years shows that girls attained better than boys in the national tests. There is currently no evidence of any difference in attainment by gender in this key stage.
100. In Year 6, standards in mathematics are above average and achievement for all pupils, including those with special educational needs, is good, which is an improvement from the last inspection when standards were judged to be average. The results of the end of the key stage tests in 2000 showed that standards were above average and this matches the findings of this inspection. The reason for the improvement in standards since the last inspection is that the teaching of mathematics in Key Stage 2 has improved considerably in the intervening years and the implementation of the National Numeracy Strategy is

effective in this key stage. The results of the pupils' efforts in the 2001 national tests arrived in the school during the inspection week, and the school has reached its target of 75 per cent of Year 6 pupils to attain the expected Level 4 or above. Over the past three years, there is very little difference between the attainment of boys and girls and there is currently no evidence of any significant difference in attainment by gender in this key stage. From 1997, when the results of the national tests were low, the school's trends in attainment almost match national trends with a very slight decline in 2000.

101. The quality of teaching and learning in Key Stage 1 is unsatisfactory because it is too variable. It is satisfactory in Year 1 and unsatisfactory in Year 2. Although the teachers are using the structure of the three-part daily lesson, there is little evidence of the use of the many excellent resources available nationally to teach mental mathematics in the opening sessions of the lessons. For example, in Year 2, when pupils were attempting to fill in the blank boxes of a series of numbers in the four times table, they had no resources to help them, such as the hundred square. This unimaginative approach to the teaching of tables led to very little learning in this session. The teacher had difficulty controlling a significant number of pupils who were either calling out inappropriately or were totally disinterested and did not pay attention. During the main part of the lesson, some pupils showed that they were reaching average attainment in their knowledge of two-dimensional shapes, such as hexagons and pentagons but the higher attainers were not challenged enough to gain a good understanding of the properties of shape. The pupils showed more interest in the closing session of the lesson when the teacher used good methods to ask the pupils to pick out shapes from a bag without seeing them. The pupils then tried to work out what shape it was by how many sides and corners it had. The work scrutiny revealed a worrying lack of coverage of the curriculum in Year 2 in shape, measures and data handling. An analysis of the pupils' attempts in the latest national tests by the headteacher shows that most pupils of all abilities are not secure in their knowledge of measures and symmetry, giving change and telling the time. Most importantly, it is evident from the analysis that pupils have not been taught the basic numeracy strategies of finding answers to simple problems using a variety of mental, and pencil and paper methods.
102. In Year 1, the quality of teaching and learning is satisfactory. Nevertheless, there were good features within the lesson. The observation took place on an unusually hot day in the afternoon and the pupils were seated for the opening session in a pattern that restricted their movement. For example, it was very difficult for the teacher to call them out to the front to explain or to show their friends how they had worked out the problems. This affected the quality of the opening session that was, in theory, a well thought out way of teaching pupils mental strategies of solving problems. All the pupils had small whiteboards to write on and their understanding of how to arrange numbers in a specific pattern to add up to the same number in each line moved forward, although several pupils were still confused at the end of the session. The work scrutiny of these pupils showed a good coverage of the mathematics curriculum and also indicated that these Year 1 pupils are attaining standards better than

those expected for pupils of their age. For example, several can add two digit numbers to two digit numbers using simple apparatus; they have learned the names of simple two-dimensional shapes and can explore and record different ways of joining four plastic cubes. Pupils can also record data on simple graphs using appropriate symbols or numbers and can discuss the data.

103. The quality of teaching and learning in Key Stage 2 is good and, sometimes, very good. The work scrutiny indicated good coverage of the mathematics curriculum and pupils showed good knowledge and skills in shape and measures and data handling. In a Year 6 lesson, very good methods ensured that the opening session was brisk with the teacher organising the pupils quickly at the computer to follow a similar mathematical program to the main part of the lesson. The teacher's very good knowledge and understanding of how to teach problem solving ensured that the pupils' own knowledge and skills in this area moved forward very well. It was clear that the knowledge they had already gained was enabling them to solve problems in logical steps as well as to clear away from their minds the extraneous information that was given in the written problem. Pupils are quick and accurate when solving mental mathematics problems. Very good learning took place in this lesson; all pupils worked at full capacity either on their own or worked collaboratively with friends. The teacher ensured that the structure of the lesson was very good with good pace and plenty of time for discussion. She had a focus group to begin with; made sure they fully understood and then moved on to other groups to ensure they were making good progress. The teacher's management and control are excellent and the attitudes of all pupils to their work are very good. They really enjoy their mathematics and several pupils attend a mathematics club at lunchtime organised by their teacher.
104. In a Year 5 lesson taken by the mathematics co-ordinator, very good methods ensured that the pupils moved forward rapidly in their learning about how to read complicated timetables. The opening mental mathematics session was very well organised with the pupils using whiteboards to write down their answers that were expected very quickly. Pupils were accurate and speedy and thoroughly enjoyed their mathematics. It is clear that the very good teaching is giving these pupils every opportunity to become mathematicians by ensuring that they can calculate very quickly and examine timetables to work out which train, for example, out of three trains will arrive at a destination more speedily than the other two. Their work showed accuracy and an ability to organise several calculations to arrive at the answer.
105. The National Numeracy Strategy has been implemented well in Key Stage 2 and this has made a significant contribution to the raising of standards. In Key Stage 1, however, particularly in Year 2, the strategy has not been implemented well. Not all the teachers have been trained in how to deliver the numeracy hour and it is evident that the pupils have not been taught the recommended strategies for solving simple mathematical calculations. Throughout the school, pupils use their mathematical skills soundly in a few other subjects. For example, most teachers use ICT in their mathematics

lessons to move the pupils' learning forward and, in Year 6, pupils use graphs to present their scientific results and spreadsheets to solve problems.

106. The subject is managed satisfactorily. The policy is several years out of date but the school is still awaiting instructions from the local authority. National Curriculum requirements are met but the curriculum for Year 2 is unsatisfactory. A lack of continuity of teaching is partly responsible and the monitoring system set up by the headteacher has not identified this weakness. The co-ordinator for mathematics does have a little release time but this is not enough to focus on the development of the subject in the planning of lessons, in the delivery of the subject in the classroom and in sampling pupils' work. Assessment of pupils' progress in mathematics is good in Key Stage 2 with analysis of mathematics' test results used carefully to identify weaknesses. There is good evidence of regular homework being given in Years 5 and 6 although in other classes it is less consistent. Parents were invited into school earlier in the year to watch the numeracy hour being taught; this proved very helpful and has contributed to parents making a good contribution to their children's learning in mathematics. Resources are satisfactory although very few of the excellent resources available nationally to teach mental mathematics were in evidence during the inspection week. The subject makes a good contribution in Year 1 and Key Stage 2 to the pupils' social development, through encouraging them to work collaboratively whenever necessary and to share resources sensibly.

SCIENCE

107. Standards of attainment in science in the current Year 2 are average and this is similar to the findings of the previous inspection. The achievement of all pupils, including those with special educational needs and those pupils with English as an additional language, is satisfactory for pupils of their age. The assessment made by the teacher for this year group shows an above average number of pupils attaining Level 2 but no pupils attaining at Level 3. This is because the school does not allocate enough time to science for pupils in Key Stage 1 to cover the National Curriculum fully. The recording of science by the pupils in Key Stage 1 is weak even taking into consideration their age. This stems partly through lack of practice and also because some of the work is unfinished.
108. Standards of attainment at the end of Key Stage 2 are above average and achievement for all pupils is good. This represents an improvement since the previous report when attainment was judged to be in line with national averages. The results of this year's end of key stage national tests were received in the school during the inspection week. They show that fewer pupils attained at the higher level than last year although almost all pupils achieved Level 4, which is above the national percentage in 2000. One of the reasons why such a high percentage of pupils attained the national average and that standards are above average is that the school attaches great importance to experimental and investigative science. There is no evidence of difference in attainment between boys and girls in both key stages.
109. The quality of teaching and learning is sound at Key Stage 1. This is an improvement since the last inspection when it was judged to be unsatisfactory. In the lessons observed, teachers were confident in their knowledge of the subject and this enabled them to present scientific ideas and facts clearly and this had an impact on the sound learning the pupils made. In one of the lessons observed, the teacher had created very good learning opportunities. A specialist in bats had been invited into school and had brought several live bats to show the pupils. The talk, explanations and the way the visitors showed the pupils the live bats ensured that the pupils were fascinated and totally engrossed. As a result they were very keen to work hard and

find out as much as they could about bats. Following the talk, the teacher capitalised on the pupils' enthusiasm and their research into bats from secondary resources was fruitful.

110. In Key Stage 2, the quality of teaching and learning is very good. A Year 3 experiment about electricity, for example, was very well organised and showed that pupils are clearly used to choosing equipment, setting it up, modifying it where necessary and using it to complete the investigation. The pupils are enthusiastic and work hard. In Year 6, in a very well organised lesson showing good links with ICT, pupils had researched habitats from a wide range of resources available and were able to present their findings to the class in a very interesting and effective manner. The teachers' emphasis on pupils taking responsibility for their own learning leads pupils into good habits of research and experiment. Teachers manage pupils very well at Key Stage 2 and this leads pupils to settle quickly to their work, aids their concentration and helps them to progress. Good planning by the teachers in Key Stage 2 includes plenty of group work and, because the pupils are used to working in this way to carry out experiments and investigate problems, they develop good habits of working together and helping one another. This was evident in all the Key Stage 2 lessons. At both key stages pupils have a wide background knowledge of science. Their conversation during work and their answers to teachers' questions shows a good range of knowledge and understanding.
111. The work scrutiny showed that in Key Stage 2 pupils record their science work well. They can record effectively what they know and understand, they set out their work neatly and know how to draw accurate diagrams. In Year 5, pupils drew tables in their books to record their results, inventing the headings and laying out the results to show what they proved. This showed that they had thoroughly understood the results of their investigation.
112. The deputy headteacher is caretaking this subject until the newly appointed co-ordinator arrives at the school in September. Monitoring of the subject is the responsibility of the headteacher. Science is well supported by a school policy and scheme of work that follows the nationally recommended guidelines. However, the lack of an appropriate allocation of time in Key Stage 1 weakens the provision in this subject and leads to a lack of coverage. The four-year planning cycle in Key Stage 2 is to be replaced by a two-year cycle at the beginning of the new academic year. This will improve the provision for science, allowing pupils to study important topics at more appropriate ages and enable the teachers to revisit specific science topics at a higher level. Pupils' work shows appropriate links with English, mathematics and ICT. Assessment procedures are good in Key Stage 2 but there is clearly a weakness in assessment in Key Stage 1 where the lack of coverage has not been identified. Every pupil has a collection of work built up over their time in school. All teachers have a checklist of pupils' progress through the work. The school uses its extensive grounds very well for science. An environmental trail is to be organised with help from the Nottinghamshire Trail Blazers in the near future and, in addition, it is intended to set up a wild area. Resources for science lessons are good. In the Year 3 lesson, for example, there was ample equipment for pupils to make circuits and experiment with a variety of switches. This subject made a good contribution to the pupils' spiritual development when they experienced the thrill of seeing live bats in school and to their social development when they are involved in group work and learn to work together for much of their science lessons. Overall, the subject meets statutory requirements.

ART AND DESIGN

113. Standards in art and design are above average at Key Stage 1 and are well above average at Key Stage 2. Achievement of all pupils, including those with special educational needs and those pupils with English as an additional language, is good. This is a significant improvement from the last inspection when standards were judged to be in line at Key Stage 1 and below average at Key Stage 2. Explanations lie in the good teaching in Key Stage 1 and the very good teaching in Key Stage 2. Provision for art and design has been improved by the knowledgeable and enthusiastic co-ordinator.
114. The quality of teaching and learning in Key Stage 1 is good which is an improvement from the last inspection when it was judged to be satisfactory. The teachers' good knowledge and understanding of how to teach art and design results in pupils' own skills developing well.

Pupils in Year 2 showed skill and artistic flair in making their 'forest' collages with twigs, leaves and other natural greenery. The teachers are enthusiastic and this impacts on the pupils' motivation, which was good.

115. In Key Stage 2, the quality of teaching and learning is very good. The co-ordinator teaches all four classes during the 'Creative Arts' afternoon when teachers use their strengths to teach specific subjects. The co-ordinator's very good skills as an artist results in the pupils' own knowledge of how to develop their brushwork skills, for example. Very good management and control leads to a good pace with no time wasted and every minute of the lesson is devoted to ensuring that all pupils are working towards improving their painting skills. Due to the very good planning and organisational skills of the teacher, pupils in all year groups in Key Stage 2 produce work of good and sometimes of very high quality. During the inspection, Year 6 drew and painted pictures of the school for the school web site. Almost all of these were good, many were very good and several excellent for pupils of their age and showed fine technical skills and individuality. Pupils catch perspective in their drawings very well and several painted the willow trees that grow around the front of the building very effectively. Their observational skills are well developed. Pupils had obviously given much careful thought to the work and had the skill to put those ideas on to paper. Some very fine brushwork characterised the painting and this could be seen in other work on display. Year 3 pupils have written about the people whose portrait they have drawn providing a good link with literacy and, indeed, with their social development. The movement in their drawing of figures brings their work to life and shows above average attainment for pupils of their age. The success achieved by pupils through this very good teaching leads them to enjoy art and design lessons. Their interest and enthusiasm leads them to work hard and to behave very well.
116. The work sample shows a wide variety of work, leaning towards painting and includes work in several two dimensional media. Pupils have the opportunity to work in clay, and Year 5 pupils have also made interesting looking paper sculptures. Year 4 pupils work on form and their work on their "fantastic house", for example, brought unusual and interesting responses from the pupils. Most tasks are open-ended allowing those pupils with artistic skills to use them and those less adept to derive benefit from the same work.
117. This subject is managed very well. The organisation of the subject within the creative arts programme gives generous time for art and design and allows the curriculum co-ordinator to lead the subject very well particularly in Key Stage 2. Success in art and design is celebrated with imaginative displays of pupils' work around the building. Although teachers know their pupils' work well, there is no systematic assessment in art and design. However, pupils discuss their work frequently with the teacher at Key Stage 2 and, because her advice is so well informed, that discussion leads to good improvement in the work. A lunchtime club for pupils who wish to learn lace-making is a tradition in the school that contributes to the curriculum in art and design. The lace work they complete is of a high quality. The subject contributes well to the pupils' development in spiritual, social and cultural development. Pupils' spiritual development is affected by the high quality work they produce in Key Stage 2 and this raises their self-esteem; their social development is moved forward by their collaborative working and the cultural aspect of the lace-making club, in particular, links with old Nottingham traditions. The subject meets statutory requirements.

DESIGN AND TECHNOLOGY

118. The standards pupils attain by the end of Key Stage 1 are average. This is an improvement from the last inspection when standards were judged to be below average in both key stages. It was not possible to observe any design and technology lessons in Year 6 due to the timetabling of the subject. The scrutiny of the very small amount of work available showed that standards are meeting national expectations in the design component of the subject. Due to the emphasis on booster classes in English and mathematics earlier in the school year, the pupils had not completed their product. The lesson observed

in Year 4 showed that pupils were meeting expectations for pupils of their age. Achievement for all pupils, including those with special educational needs and for pupils with English as an additional language, is satisfactory. There is no difference between the attainment of boys and girls.

119. The quality of teaching and learning in Key Stage 1 is good overall which is an improvement from the last inspection when it varied from 'satisfactory to unsatisfactory' in both key stages. In a very good lesson observed in Year 1, a visitor from a commercial firm brought in high quality boxes of technological equipment to challenge the pupils. Each group of pupils was supported effectively by an adult, and each group was challenged to construct fairground equipment. Very good organisation by the teacher ensured that all the pupils were quickly involved and their knowledge and skills of how to attach different pieces of construction kit together moved forward considerably. It was noticeable that the pupil who is physically disabled particularly enjoyed this lesson because of the practical nature of the work and was fully included. This lesson contributed well to the pupils' social development and teamwork when they had to work collaboratively. The pace was fast and, due to the adults' very good support, the pupils did not flag if their ideas did not work and quickly tried other ways of building their piece of equipment. The teacher's good knowledge and understanding of how to teach this subject ensured that the evaluation focus at the end of the lesson was given sufficient time. The visitor helped out by giving his own evaluation, bringing in aspects of safety which some of these very young pupils had not thought about in much depth. For example, he asked the group who had made an excellent climbing frame what would happen if someone fell off. A few pupils then realised they would need safety mats.
120. A good lesson in Year 2 was linked with work on bats in science. An expert on bats had brought some into school the day before and the pupils' task had been to construct a three-dimensional poster giving information about bats. This lesson was intended to move pupils' skills of evaluation forward. It is not always easy for young pupils to understand what 'evaluate' means but the good methods and questioning used by the teacher with the pupils clustered around the board ensured that their learning moved forward. Good organisation ensured that the pupils returned to their seats quickly and worked together writing down their ideas about each other's posters. This was a very imaginative method of teaching design and technology and the pupils were motivated to work hard and think carefully about the way the information had been presented. Pupils' evaluations included, 'We could have put more 3D on it', and, 'We could have made it more colourful with more labels.'
121. Evaluation was also the focus of a very good lesson in Year 4 taught by the co-ordinator. The pupils had made a working torch using a variety of materials such as empty plastic two litre milk containers, small plastic bottles, milk bottles and biscuit boxes. A variety of coverings had been obtained such as shiny paper and insulating tape. Very good organisation and questioning showed that some pupils had been very thoughtful about how they had made their product, for example, ensuring that the batteries and clips were

accessible once the torch had been completed. Pupils discovered that if these electrical parts were not easily accessible, they had to break open the torch to attend to them when they did not work. The very good methods used by the teacher ensured that the pupils learned by their mistakes without feeling any loss of self-esteem. The teacher's good knowledge and understanding of the subject contributed to the pupils' growing subject vocabulary and all the pupils behaved very well and listened attentively.

122. The co-ordinator is enthusiastic and manages the subject well. There is a policy and the scheme of work has been adapted from the national scheme and is working well when teachers have the time to put it into practice. There are no assessment procedures but the co-ordinator has this as a focus in his development plan. However, he is leaving the school this summer and this is not a subject that features in the school improvement plan. No time is given to the co-ordinator for monitoring the delivery of the subject. Resources are adequate. The teachers ensure that there are good links with literacy, art and design and science in this subject and the pupils are beginning to develop an awareness of its contribution to their social development when they need to consider the needs of others and also its contribution to the quality of life. The subject meets statutory requirements.

GEOGRAPHY

123. No geography lessons were seen during the inspection due to the timetabling of the subject. Judgements are based, therefore, on an analysis of pupils' work, wall displays, teachers' planning documents and discussions with pupils and teachers. Standards of attainment in geography are average at the end of both key stages, and have been maintained since the previous inspection. Pupils in Year 2 have studied the Caribbean using secondary sources and have learned appropriate geographical terms; in discussion they show sound knowledge of the capital cities and some physical features of the United Kingdom.
124. From the work scrutiny and discussion with pupils, it is clear that Year 6 pupils have a sound knowledge of the different climatic zones of the world and good links have been made by the teacher with literacy when the pupils have invented alliterative terms, such as, "The Weird, Wicked Weather". They identify the tropics, are clear about the factors that contribute to particular climates, understand the effects of monsoons and their locations, and can explain the sequence of the water cycle. However, they are less secure in their knowledge of map-work, symbols and the use of coordinates.
125. All pupils throughout the school, including those with special educational needs and those pupils with English as an additional language, achieve satisfactorily in their learning of geographical skills and knowledge of local environmental issues. For example, in Year 3, they had correctly located Ravenshead in a national and world context using specific vocabulary such as, 'ordnance survey, county, land use'. Pupils in Year 4, in their work on the local environment, considered how to protect tree roots and what to do about the less pleasing aspects of the school playground when designing improvements. The pupils in Year 5 have undertaken a traffic census of a local road making a survey of environmental issues such as parking, noise and pollution.
126. No judgement can be made about teaching but, in the discussions, pupils showed a keen interest in and enthusiasm for the subject. They take pride in the presentation of their written work and enjoyed discussing it with a visitor. Teachers' displays of the pupils' geographical work are of a high standard.
127. Good use is made of the local environment. Year 6 pupils benefit from a residential course at an outdoor educational centre at Hathersage. Here, pupils have plenty of time and

opportunities to study at first hand the formation of rocks and the effects of erosion. Pupils are also taught how to map read and are taken out on orienteering runs. The younger pupils visit the towns of Ravenshead and Mansfield and the town and traffic studies undertaken support the quality of the pupils' learning about geography significantly. Pupils have first hand experience of the specific nature of the localities in the area, such as the town centre of Mansfield. There are good cross-curricular links with other subjects, for example in design and technology when pupils made a model volcano in Year 2. In Year 5, pupils constructed a monopoly style board game illustrating values of different locations in the neighbourhood.

128. The head teacher is currently co-ordinating the subject in a caretaker capacity. There is a need to develop the assessment and monitoring of the subject to ensure that planning meets the needs of pupils of all abilities. The subject is currently taught as part of a four-year topic cycle. The school plans to improve this in September, following more closely the guidelines of the national scheme of work. The school acknowledges the need to up-date the policy for the subject. There has been no in-service training for teachers in geography for some years. Pupils and teachers make increasingly good use of ICT and research information through access to the Internet. The subject supports pupils' social and cultural development well and meets statutory requirements.

HISTORY

129. Standards of attainment at the end of both key stages are average and have been maintained since the previous inspection. The achievement of all pupils, including those with special educational needs and those with English as an additional language, is sound. In Key Stage 1, Year 2 pupils use a globe to identify the course of Christopher Columbus' voyage, and its conclusion. As one pupil put it, 'He bumped into the Caribbean!' They are aware that "mediterranean" means "middle of the earth"; they know that Columbus went in search of spices, and a small minority can name the Nina, Pinta and Santa Maria. Using secondary sources of evidence they identify Columbus from a picture "He's wearing rich clothes", and recall, 'In 1492, Columbus sailed the ocean blue'. In the course of their work they have written with empathy about the harsh conditions of life at sea. In Year 1 pupils study differences between seaside holidays long ago and those taken now. They learn to identify aspects of past lives, and are aware of differences with their own, for example, travel by horse or by aeroplane, and swimming costumes of the Victorian period.
130. Year 6 pupils, in their study of the Indus Valley, are aware that settlement was first made there by nomads seeking fresh water and fertile land, and that the Indus people invented an irrigation system before the Romans. Through use of secondary sources they examine illustrations of Indus artefacts and suggest how they were made, for what purpose, and what they learned from them, including among their conclusions, 'They were a superstitious people; they worshipped a God; they had toys for their children; they were very proud'. Year 3 pupils use maps and photographs well to compare old and new buildings in their local environment. For example, they compared a map from 1894 with the present day identifying features that have gone such as trees and a quarry. They use appropriate vocabulary from the past, such as, 'cart, ditches, track'. In Year 4 pupils have researched details of the Roman occupation, examining and recording judgements on Roman artefacts and made comments such as, 'I like the thought that Julius Caesar may have touched this pot'. Year 5 pupils use excellent sources such as census material from 1881 as well as the school's own log book and original register to record information about the area. They are knowledgeable about the origins of Ravenshead, for example, that it was once called Fishpool, and that the locality is shaped like a raven's head.
131. The teaching of history is good in Key Stage 1, and very good in Key Stage 2. This is a significant improvement since the previous inspection when teaching varied between unsatisfactory and good. The very good teaching, combined with the good, often very good, and sometimes excellent attitudes displayed by pupils contributes to a very positive learning situation. Good teaching is characterised by good subject knowledge, good or very good management of pupils, and very effective use of resources. Such teachers transfer their own enthusiasm for the subject to their pupils. They use effective open-ended questions that challenge pupils to form well-considered responses. They display and explain clear learning objectives, and return to them at the end of the lesson, so that all pupils are made aware of their learning. Year 6 pupils

responded very well when the teacher played a guessing game with them, challenging them to identify an artefact from oral description. In the same lesson, groups of pupils worked competitively in a, 'Quick Quiz', at the end of the day, to be the first to be released, following a correct answer. Year 1 pupils were very stimulated, and gained significant learning, when two pupils and their teacher greeted them for a lesson dressed in Victorian swimming costumes. Almost all pupils are good listeners and in discussion all said that they enjoy the subject. Pupils with special educational needs and those with English as an additional language are well supported and learn well.

132. Leadership of the subject is good. The well qualified coordinator manages the subject well but acknowledges the need for an up-to-date policy and improved assessment and monitoring procedures to improve planning for pupils of all ability groups as well as in-service training for teachers. The very good provision of visits to places such as Newstead Abbey, Mansfield Museum, Woollaton Hall, and performers from outside the school for occasions such as a Tudor day, further enhances the quality of the curriculum. The co-ordinator has no release time to visit classrooms to observe teaching or monitor the subject, and this remains a weakness identified by the previous inspection. Resources are satisfactory although a need for further artefacts to support topics has been identified. Displays of work around the school are of a high standard, although the use of time-lines to help improve pupils' knowledge of chronology and sequencing is underdeveloped. Subject coverage towards the end of Key Stage 2 has been limited recently by a greater emphasis being placed on preparation for the national tests. The subject contributes positively to pupils' social and cultural development. Teachers and pupils make increasingly good use of ICT through accessing the Internet for information. The subject meets statutory requirements.

INFORMATION AND COMMUNICATION TECHNOLOGY

133. The standards pupils attain in ICT by the end of both key stages are average and this is an improvement since the last inspection when standards were below average throughout the school. The achievement of all pupils, including those with special educational needs and pupils with English as an additional language, is satisfactory. Explanations for the differences between inspection judgements and the last inspection findings are because of the significant efforts the school has made to bring the school up-to-date with developments in the subject. There is now good provision for ICT throughout the school. No significant difference between the attainment of boys and girls was evident.
134. The quality of teaching and learning in ICT is good and, sometimes very good, throughout the school and is backed up by good support from the assistants. This is a significant improvement from the last inspection when unsatisfactory teaching was identified in both key stages. Pupils' word processing skills are satisfactory for pupils in Key Stage 1 and they have managed to write a paragraph or two of text. The pupils in Key Stage 1 can use the mouse efficiently and drag icons to use the brush to fill in outlines with colour effectively. They are aware of the different aspects of ICT, such as answer

phones, mobile phones, video recorders and tape recorders. Good teaching in Year 1 ensures that the pupils use a picture reproduction of the keyboard to practise their typing skills. The work scrutiny also showed that pupils have been taught to use graphs to represent what type of pets their friends have at home. In both lessons observed in Key Stage 1, good teaching methods ensured that the pupils' knowledge and skills of how to key in commands to control the movements of a programmable toy improved. Good relationships between the teacher and her pupils in Year 1 contributed to the enjoyment the pupils experienced when the programmable toy robot seemingly went out of control and moved into areas of carpet the pupils did not expect. This caused great merriment! However, this unexpected development was handled skilfully by the teacher who used it as a learning focus to demonstrate how careful the pupils need to be when keying in commands. For example, they learned in this lesson that the memory must be cleared before putting in new commands. In Year 2, good methods of teaching ensured that the pupils worked off computer learning the commands to move the turtle around the screen in different directions. Some pupils had access to the computers where they needed to practise their directional skills to 'find the treasure chest'. The few pupils on the computers showed that they know how to use the program appropriately and also they are confident of their compass directions.

135. The work scrutiny in Key Stage 2 showed that, by the end of Year 6, the pupils have moved forward significantly in their word processing skills. For example, the younger pupils in Year 3 are able to highlight describing verbs and to use the spell checker. Year 4 pupils have used the Internet skilfully to find out information for the various projects they are learning in history and geography. In Year 5, pupils complete their own self-assessment sheets and have listed the most important word processing keys. They have learned to cut and paste chunks of text from muddled-up nursery rhymes. They have also had experience of organising simple multi-media presentations. There is clear evidence of pupils using the data handling programs as well as programmable toys. In Years 5 and 6, pupils have kept in touch with each other through email while one group was away on a residential visit. In the very good lesson observed in Year 3, the pupils were writing notes in their diaries of how to send an attachment with an email message in their diaries. The pupils were clustered around the large screen computer and, after the teacher had dictated the notes, she encouraged one of the pupils to demonstrate how to carry out the instructions step by step. Due to the very high expectations of the teacher, the pupils responded well to this lesson and their learning moved forward.
136. In Year 6, in a very well organised lesson, groups of pupils gave multi-media presentations on different habitats they had been researching in science. In each small group, individual pupils had a role demonstrating what they had learned and discovered. Using the Powerpoint program, the pupils used the computer screen very effectively to accompany their verbal presentation by headlines, animated pictures and large text. In another very good lesson, the teacher showed her excellent management and control of the pupils by grouping them around the computer and, using very good questioning skills, consolidated their skills on the use of spreadsheets. As a result, the pupils'

learning moved forward and they learned new skills. They were able to demonstrate their knowledge of the vocabulary of spreadsheets, such as 'cell', 'field', 'interrogate' and 'formula'. The pupils were able to interpret the information given and suggest new fields to enter.

137. There is good evidence of pupils practising their ICT skills through other subjects. For example, in music, they have composed a song using a music program and printed it out. Data handling programs have been utilised in mathematics as well as problem solving programs and, in religious education, pupils have used their word processing skills to produce a guide to the local Church. There are very good links with science as described above together with effective graphs showing which materials make the best sound insulators. In English, the teacher in Year 3 used the computer screen as part of her lesson on poetry highlighting phrases she was concentrating upon. The subject contributes well to the pupils' social development when they need to collaborate, for example, Year 6 pupils worked in groups to present their work on habitats using Powerpoint.
138. The subject is managed very effectively and meets National Curriculum requirements. The co-ordinator has very good skills and has persevered to improve the provision for ICT. She has had very little release time from her teaching role to fulfil her responsibilities. Despite this, there have been significant improvements in provision since the last inspection, in the standards of pupils' attainment, in the quality of teaching and in the resourcing of the subject. There is no policy document for this subject because, as in mathematics, the school is waiting for instructions from the local authority. The co-ordinator has written the scheme of work with support from the staff. This is based on a commercial scheme together with extracts from the national scheme of work. However, the co-ordinator now believes that the school has moved forward sufficiently to adapt the scheme of work further by adding more units from the national scheme. Resources are adequate although the school is considering the possibility of installing a bank of computers so that pupils have more 'hands-on' experience. There are no assessment procedures in place but there are plans to develop these in September when pupils will complete an assessment activity each term. One member of the governing body is particularly skilled in this subject, is very helpful to the co-ordinator and the school and will prove to be a good link when the co-ordinator leaves for promotion at the end of this academic year.

MUSIC

139. Standards in music are average in Key Stage 1 and this is in line with the findings of the last inspection. Achievement is satisfactory for all pupils, including those with special educational needs and for pupils with English as an additional language. There is no difference between the attainment of boys and girls.
140. Standards are above average at Key Stage 2 and achievement is good for all pupils. This is an improvement from the findings of the previous inspection when they were judged to be average. The school has increased opportunities for pupils to learn to play instruments and to use those skills in music lessons and, on a few occasions, in assemblies. There is no evidence of any difference between the attainment of boys and girls.

141. The quality of teaching and learning in Key Stage 1 is satisfactory. Teachers in this key stage are not always confident in the subject and this limits the development of pupils' skills in music making. The creative work in Year 2, for example, lacked a really good sense of musical direction. In this respect, the school has not progressed since the last inspection. Pupils performed their music to the class confidently, however, and had some good ideas. Their understanding of the basic elements of music is sound.
142. The quality of teaching and learning is good in Key Stage 2 and this is an improvement from the last inspection when it was judged to be satisfactory. Good teaching skills, such as very good class management in this key stage, help teachers keep pupils on task and lead them into improving their knowledge and musical skills. Pupils concentrate and learn quickly and there is good pace to lessons. At Key Stage 2, music forms part of the 'Creative Arts' afternoon. This is well organised so that the teachers can use their specialist skills, particularly in art and dance, to give pupils maximum help. Music lessons are well prepared and in one lesson for example, spare paper and pencils were instantly to hand for those pupils who had forgotten that they needed them. Teachers' organisational skills are efficient, distributing instruments quickly for example, thus allowing pupils to get on with the work.
143. Many pupils have a good background knowledge in music. For example in the Year 5 lesson one pupil could work out where all the glockenspiel bars should go because she understood the layout of 'black' and 'white' notes. In two lessons seen, visiting pianists accompanied singing. Their extremely competent playing raises the overall quality of the music making and provides a musical model for pupils' own playing and singing. Arrangements of songs for the 'Creative Arts' evening organised for parents are good and use pupils' instrumental skills well. Pupils have limited opportunity to listen to and discuss music, but in both the dance lessons and the dance club, have opportunities to match the mood of music through movement.
144. Surprisingly, in assemblies there is very little singing of hymns or other appropriate songs but class singing at both key stages is at least average and sometimes it is above average. Despite the extremely hot weather, pupils made pleasing sounds in all three of the lessons seen. The previous inspection report stated that, although pupils enjoyed music, a small number behaved poorly. Behaviour is now good in music lessons. In the Year 2 lesson, for example, pupils tried hard and, although they were not entirely successful, behaved well. Year 3 pupils, working out of doors, concentrated well on the task in hand even though the teacher could not see them all the time.
145. The present co-ordinator for music is 'caretaking' until September when a music specialist will take over. Although she does not have time to monitor the teaching of music, she assesses the teachers' planning each term. Approximately one-third of the Key Stage 2 pupils have taken up the offer of paying for music lessons given by visiting music teachers to the school. These pupils are well organised by the co-ordinator who is organising a production for parents later in the term. Music is making a very positive contribution to pupils' social and cultural development. Teachers and instrumental teachers work together collaboratively at both key stages and photographs of concerts show lively events clearly needing much co-operative effort. The creative arts afternoon, although successfully organised to minimise the effect of a lack of a music specialist, has also led to better continuity in teaching and progression in pupils' learning. No assessment in music takes place. The subject meets statutory requirements.

PHYSICAL EDUCATION

146. Due to the organisation of the timetable during the inspection it was possible to observe physical education only at Key Stage 2. No judgement can be made on the standards of attainment or the quality of teaching and learning at Key Stage 1. In Key Stage 2, standards of attainment are above average. Standards in dance, seen briefly during a lesson and again during a dance club are well above average with pupils showing imaginative and skilful movements. The school has maintained the above average standards noted in the previous report. Achievement for all pupils, including those with special educational needs, is good.

There is no difference between the achievement of boys and girls in either gymnastics or dance. Boys and girls are equally successful and the school does not consider any game to be gender specific, for example, girls play football and boys play netball. In all the activities seen, it was noticeable that all the pupils in the class, including those with special educational needs, took a full part. Every pupil gets the opportunity at some time to represent the school at sport.

147. The quality of teaching and learning in Key Stage 2 was consistently very good in the three lessons observed. Teachers are safety conscious in PE and games and a first aid box was taken outside for the cricket practice. All the teachers had planned their lessons very well and were well prepared. In a Year 4 gymnastics lesson, the teacher's very good knowledge and understanding of the subject ensured that the learned routines were very well established. The warm up activities were organised imaginatively and the pupils understood why care needs to be taken during gymnastics lessons for safety reasons. The teacher's management and control are very good and this had a good effect on the pace of the lesson. Pupils produced very good flowing sequences of movement on the large apparatus. They matched each other's movements showing some excellent control working in pairs. This work provides good opportunities for pupils to work together and develop their skills of co-operation. Very good relationships between the teacher and the pupils resulted in a fine class feeling as pupils spontaneously applauded demonstrations by pairs of pupils chosen by the teacher. This also showed in the dance work by older pupils in Key Stage 2. Specific skills, such as the batting skills practised during the Year 5 lesson, are well advanced, many pupils showing a good eye and the skill to use it.
148. In a cricket lesson for the older pupils in the key stage, the teacher used his own very good skills and knowledge well. For example, he taught the development of batting skills efficiently and very effectively. He provided the pupils with a good model showing the class his own skills and used the best examples of pupils' work to model their more skilful movements for the rest of the class. Management and control of the pupils were very good and this led to very good teaching of skills and a good pace to the lesson. He was able to observe how each pupil was developing their specific skills. Pupils are disciplined in their activities and learn quickly and surely.
149. Provision for the physical education curriculum is good with a good balance across all aspects of the subject, including dance. The many extra-curricular games and dance activities provide very good opportunities for pupils to use the skills they develop in physical education lessons. There are clubs for dance, football, netball, mini-basketball, athletics, mini-rugby, cricket and orienteering. The school has set up links with the local football and cricket clubs to ensure that expertise is at hand when needed. Dance takes a large part in the school productions together with singing and instrumental work drawing on the teaching of the visiting teachers. This helps to bring the performing arts together and enriches the curriculum generally. All pupils swim as part of their school physical education lessons in Years 1, 2 and 3. Currently all pupils in Year 3 and above can swim 10 metres at least. Sport plays an important role in the Years 5 and 6 residential visits each year and there is now an orienteering course in the school grounds. A recent visitor was one of the British orienteering champions.
150. The subject is well managed with the headteacher taking an important role as one of the co-ordinators. The teacher co-ordinator specialised in physical education at college and several other teachers are well qualified to teach games and dance drama, which has an impact on the good standards. The school has adopted the authority's scheme of work and will review its progress at the end of the year. Whilst there is no formal assessment system, every pupil completes a record of achievement at the end of each school year. This self-assessment allows pupils to think about what they have done, how successful they have been, and how they need to work in the future. The school has applied for the 'Sport England' award reflecting the emphasis given to PE in the school. There is a slight link with ICT when pupils write up match reports using word processing programs. The subject contributes very well to the pupils' social development when they play games together, learn rules and meet pupils from other schools during matches. Their spiritual development is enhanced through gaining a sense of achievement and culturally, they are gaining good experience of traditional games. The subject meets statutory requirements.

RELIGIOUS EDUCATION

151. Standards in religious education at the end of Year 2 are broadly in line with the expectations of the locally Agreed Syllabus. Standards observed during the previous inspection have been maintained. Pupils in Year 2 study the Hindu festival of Raksha Bandhan. They show good recall of an earlier lesson about the Mandir temple. As part of their learning about Hinduism, the pupils made a rakki, a friendship bracelet, and have learned about family love, respect and protection. All pupils achieve satisfactorily in this key stage and, in Year 1, within their topic of making the world a better place, they discuss maturely issues of environment and care, suggesting, put your arm round someone when they're upset, helping at home by washing up, and doing the ironing!
152. By the end of Key Stage 2, standards of attainment are above the expectations of the locally Agreed Syllabus. The achievement made by all pupils, including those with special educational needs and those with English as an additional language, is now good across this key stage. This is a significant improvement from the last inspection when standards were judged to be satisfactory and progress unsatisfactory. Year 6 pupils, in their study of Buddhism, are aware of the five Buddhist moral precepts; they are aware of the Christian Church calendar, special religious books such as the Dead Sea Scrolls and the Old Testament books. They offer mature comments in their discussion and identification of how Christian faith and belief is reflected in art, recognising white as a symbol for purity, green as a symbol for new life. They reveal a good understanding of the Easter story. Year 4 pupils showed above average attainment by their comments and work following their visit to the local church, when the vicar gave the pupils a very effective talk about the church. In Year 5 pupils are aware that faith without action is useless, and they identify faiths, such as that which a blind man has in his dog, faith in themselves, and in each other. Great emphasis has been placed on learning from religions as well as learning about religions.
153. The quality of teaching and learning in Key Stage 1 is satisfactory. Teachers have good subject knowledge, plan well, but do not always challenge pupils sufficiently. In Year 2 good planning ensured that effective links were established with design and technology through the making of friendship bracelets. The teacher was able to use her personal knowledge from travel in India to advantage, promoting good listening and sound learning. A few pupils in this year group call out inappropriately and the teacher is required to work hard at her pupil management skills which takes up valuable time from the lesson. Teachers now allow more time for reflection such as on, 'God's Wonderful World'. Insufficient time for reflection was identified as a weakness at the time of the previous inspection.
154. Teaching in Key Stage 2 is never less than good, and on one occasion, was very good. This is a good improvement since the previous inspection. In Year 6 pupils responded very well to their teacher's approach of treating them as young adults. The very good rapport between pupils and teacher motivated

the pupils' learning. They wanted to please the teacher who expected, and received from her pupils, high levels of concentration and conduct. Pupils worked very well in small groups identifying how Christian beliefs are reflected in art. Year 4 pupils learned much from listening directly to the local vicar in his church, and in Year 5 the teacher's direction in a discussion on 'Faith' ensured a high level of concentration and learning from the pupils. Teachers in both key stages ensure good levels of presentation from pupils. All teachers emphasise learning objectives in their planning and delivery and this contributes to the pupils' knowledge of their own learning. This is an improvement since the previous inspection.

155. The subject coordinator, who is the head teacher, leads the subject very well. All the weaknesses identified by the previous inspection have been successfully addressed. The subject policy is out of date, but a new scheme of work based on the revised locally Agreed Syllabus from the local authority, and incorporating units taken from the national scheme, is now in place. The raising of awareness of the subject's importance, and its place and provision within the timetable has improved pupils' attitudes towards religious education. The subject now has a stronger focus round the school, with a greater emphasis on religions other than Christianity.
156. The coordinator has rightly identified, through assessment, the need for further provision for learning *from* religion. Assessment of the subject, and the use made of that assessment are good. Samples of pupils' work are taken regularly, levelled against standardised criteria, and annotated. The coordinator is able to visit classrooms to monitor the subject. Resources have been improved, but the school recognises the need for further artefacts for religions other than Christianity. The need for further staff training is recognised. Stories in Collective Worship and visits from outside speakers further enhance the pupils' learning. During the inspection, a visitor using dramatic presentation used the story of 'The Good Samaritan' to emphasise Christian values and attitudes for the pupils. The same story was emphasised later in the week through a Year 4 presentation using a "rap" poem to convey the message effectively. Good use is also made of visits to places such as the local parish church and pupils in each key stage visit Southwell Minster. The subject contributes strongly to pupils' spiritual, moral, social and cultural development. There are good links established with other subjects such as the pupils' personal, social and health education and with literacy, through empathetic writing, for example, telling the story of the crucifixion from the point of view of both Mary and Jesus. The provision now made for the study of other religions, Buddhism, Sikhism and Hinduism is a further improvement since the previous inspection.

