

INSPECTION REPORT

EDGEWOOD PRIMARY SCHOOL

Hucknall, Nottingham

LEA area: Nottinghamshire

Unique reference number: 122587

Headteacher: Miss L Thompson

Reporting inspector: Mrs M Gough
22361

Dates of inspection: 14th – 17th October 2002

Inspection number: 248366

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Edgewood Drive Hucknall Nottingham
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs Carol Askew
Date of previous inspection:	October 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
22361	Mrs M Gough	Registered inspector	Music Equal opportunities English as an additional language	The school's results and pupils' achievements How well are pupils taught What could the school do to improve further
	Mrs M Hackney	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils or students How well does the school work in partnership with parents
31807	Mr D Carpenter	Team inspector	Foundation Stage Design and technology Religious education	How good are the curricular and other opportunities offered to pupils
29688	Mr M Brammer	Team inspector	English Geography History Information and communication technology	
31453	Mrs J Hill	Team inspector	Mathematics Physical education	How well is the school led and managed
10228	Mrs S Russam	Team inspector	Science Art and design Special educational needs	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the outskirts of the town of Hucknall, and is unusual in that it houses a leisure centre, which is used jointly by the school and the local community. There are currently three hundred and twenty five pupils on roll, including seventy eight Nursery children who attend on a part-time basis. The majority of pupils are of white ethnicity, and no pupil has English as an additional language. Sixty eight pupils are on the special educational needs register. This figure represents 27% of the school population and is well above average. No pupils have statements of special educational needs. Twenty eight pupils are known to be eligible for free school meals. This represents 11% of the school population and is below the national average. There are high levels of social deprivation in the local area, although the socio economic circumstances of the pupils are mixed, reflecting the wide area from which they are drawn. The levels of pupil mobility are relatively low with ten pupils joining the school other than at the usual point of admission, and four pupils leaving the school other than at the usual point of transfer. The school is very popular in the local area, and is over-subscribed. The attainment of the majority of pupils when they join school in the Nursery class is below average.

HOW GOOD THE SCHOOL IS

This is an effective school. Teaching is good overall in Key Stage 1 and Key Stage 2, and very good in the Foundation Stage. Although the pupils' attainment when they leave school at the age of eleven is below average in several subjects, including English, mathematics and science, standards are starting to rise. Most pupils have good attitudes to school which have a positive impact on their learning, but a few pupils have difficulty in managing their own behaviour, and do not put enough effort into their learning. The leadership and management of the school by the headteacher and key staff are good, and the Governing Body is supportive and well informed about the school's work. The school is giving good value for money.

What the school does well

- The provision for children in the Foundation Stage is very good, enabling them to make very good progress across all areas of learning.
- Standards are starting to improve and the school is well placed for further improvement.
- Relationships amongst pupils are good. Most pupils show good levels of initiative and are keen to take responsibility for aspects of their learning.
- Teaching is very good in the Foundation Stage, and good in Key Stage 1 and Key Stage 2.
- The school provides many very good extra-curricular activities which enrich the pupils' learning.
- The provision for pupils' moral and social development is good.
- The headteacher provides strong and effective leadership and management for the school and enjoys the support of a good Senior Management Team.

What could be improved

- Standards could be even higher at the end of Key Stage 2 in English, mathematics, science, design and technology and information and communication technology. Standards could be higher at the end of both key stages in geography and history.
- The time allocated to subjects other than English and mathematics is too little in most cases, and this has an adverse effect on pupils' progress and attainment.
- A small but significant minority of pupils have poor levels of self-discipline, and this adversely affects their learning, and that of others.
- The accommodation is poor and this adversely impacts upon curricular provision, the quality of teaching and learning and the standards pupils attain.
- The school has an urgent safety issue that it needs to address.

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 October 1997. Since that time there have been two headteachers, and the current headteacher has been in post for two years. The rate of improvement since the time of the last inspection has been satisfactory overall. Good progress has been made in devising a good quality School Development Plan, and in making better use of the budget to support educational priorities. Statutory requirements are now fully met in respect of religious education, and the development of this subject has led to a significant improvement in the standards pupils attain at the end of both Key Stage 1 and Key Stage 2. Schemes of work have been introduced in all subjects, and these are helping teachers in their planning. However, because the school has justifiably focused much of its attention on raising standards in English and mathematics over the past two years, some of the other subjects have not received enough curriculum time, and this has resulted in standards that are lower than they should be in these areas. The quality of teaching has improved since the last inspection, and the teaching staff is now quite settled after a period of high staff mobility. Pupils' behaviour has improved since the appointment of the current headteacher, but still more needs to be done, with the support of parents, to address the problems presented by a small but significant minority of pupils who lack self-discipline. Assessment procedures have been introduced in English and science, but formal systems have not yet been introduced for most of the other subjects. The provision for the Foundation Stage children continues to be a strength, and ensures that the children get a very good start to their education.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	2000	2001	2002	2002	
English	E	D	E	E	well above average A above average B average C below average D well below average E
Mathematics	D	C	E	E	
Science	E	D	E	E	

The table shows that, on the basis of the 2002 end of Key Stage 2 national test results, pupils' attainment in English, mathematics and science is well below the national average, and well below average in comparison with similar schools. This particular group contained a high number of pupils with special educational needs, and several pupils who joined the school part way through the key stage. The 2002 grades mask the improvements that have been taking place over the last few years, and which resulted in the school being awarded a 'School Achievement Award'. The inspection findings paint a more positive picture and indicate that standards are just below national expectations in English, mathematics and science, and that pupils are making at least satisfactory and sometimes good progress. The spread of ability within year groups is very wide, and there is a significant gap between the attainment of the highest and lowest attaining pupils. The percentage of pupils with special educational needs fluctuates quite significantly and adversely affects the overall results. The school sets appropriate and accurate targets in English and mathematics.

The 2002 end of Key Stage 1 test results, show that the pupils' attainment is in line with the national average in reading and writing, and just below the national average in mathematics.

Standards have been rising steadily in reading and writing over the last few years, because of the focus the school has had on developing early reading and writing skills in a systematic way. Standards in mathematics are starting to rise. In comparison with similar schools, the pupils' performance is well above average in reading and writing, and average in mathematics. The inspection findings indicate that pupils' attainment at the end of Key Stage 1 is in line with national expectations in both English and mathematics. The inspection findings paint a more positive picture of the pupils' attainment in mathematics than the test results, and reflect the impact of recent improvements. Standards in science, on the basis of the teacher assessments, are above average, and this is borne out by the inspection findings which indicate that pupils' attainment is above national expectations.

In music, physical education and religious education, pupils in both key stages attain the expected levels in their work and make satisfactory progress. In geography and history, pupils' attainment is below national expectations at the end of both key stages, and pupils do not make enough progress. In design and technology and information and communication technology, standards are in line with national expectations at the end of Key Stage 1 and below national expectations at the end of Key Stage 2. In art and design, standards are above national expectations at the end of Key Stage 1 and in line with national expectations at the end of Key Stage 2.

The children's attainment when they start school in the Nursery is below the expected level overall, although the children's ability spans the full range. The children make very good progress as they move through the Nursery and Reception classes and most attain the Early Learning Goals in each of the areas of learning by the end of the Foundation Stage. The children attain especially well in terms of their knowledge and understanding of the world in which they live, and in their creative and physical development, with a number of children attaining beyond the Early Learning Goals in these areas of learning.

Pupils with special educational needs make satisfactory progress overall. No pupil currently has English as an additional language.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Satisfactory. Most pupils have good attitudes to school, and try hard to give of their best. However, a small number of pupils have difficulty in concentrating and in motivating themselves to learn. The children's attitudes in the Nursery and Reception classes are good.
Behaviour, in and out of classrooms	Satisfactory. Most pupils are well behaved, polite and considerate. However, a small number of pupils in most Key Stage 1 and Key Stage 2 classes lack self-discipline, and their behaviour is often challenging and sometimes disruptive to others. Behaviour is good overall in the Nursery and Reception classes.
Personal development and relationships	Good. Pupils mostly get on well with one another, and work collaboratively and co-operatively on group and paired tasks. Most pupils take good levels of responsibility for jobs around the school and for aspects of their learning.
Attendance	Satisfactory. Close to the national average.

TEACHING AND LEARNING

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

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

The quality of teaching is good in Key Stage 1 and in Key Stage 2, and very good in the Foundation Stage. In Key Stage 1 and Key Stage 2, teaching is quite variable from subject to subject depending on teachers' individual levels of expertise and knowledge. The teaching of English and mathematics is good throughout the school.

Teachers throughout the school use a good range of teaching strategies, and there is a good combination of whole-class teaching, group, paired and individual work. Teachers generally manage pupils well, and have very good relationships with the pupils. However, in most classes there is a small number of pupils whose behaviour is very challenging, and there are times when teachers are not sufficiently firm with these pupils. Teachers often share learning objectives with the pupils, and this helps them to know what is expected of them, and provides them with a good framework against which to measure the extent of their learning. Lessons are well planned and prepared, and generally they move at a good pace, ensuring that pupils' attention and concentration are maintained. In the Nursery and Reception classes, there is a very good balance between activities that the children choose themselves, and those that are directed by the teacher or other adults. In all classes, teachers cope extremely well with the constraints of the teaching accommodation, although they have some difficulty in organising practical activities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good for the Foundation Stage children. Unsatisfactory for Key Stage 1 and Key Stage 2 pupils because too much time is given to English and mathematics leaving very little time for the other subjects of the National Curriculum, and religious education. The school provides a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory. The school has implemented the New Code of Practice, and the special educational needs co-ordinator is very effective.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The school makes satisfactory provision for the pupils' spiritual and cultural development, and good provision for their social and moral development. Pupils are encouraged to take responsibility for aspects of their learning, and the school makes good provision for their personal development.
How well the school cares for its pupils	The school maintains very good levels of pastoral care for the pupils and has appropriate procedures in place for child protection. However, there are some safety issues that the school needs to address urgently. Assessment procedures in English and mathematics are at least satisfactory in Key Stage 1 and Key Stage 2, but formal systems have not yet been introduced for other subjects. Assessment information is used well in the Foundation Stage to track the children's progress.
How well the school works in partnership with parents	The school makes a good effort to liaise with parents, and parents have positive views of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong and clear leadership for the school, but is hampered in her efforts by the severe constraints of the accommodation. The Senior Management Team is effective and supportive. Whilst there are some very effective subject co-ordinators, the monitoring role of most co-ordinators is not sufficiently developed.
How well the governors fulfil their responsibilities	Good. The Governing Body is well informed by the headteacher, and is supportive. Governors fulfil their statutory duties, and understand their role as 'critical friend' to the school.
The school's evaluation of its performance	Good. The school is well aware of the strengths and weaknesses of its provision, and ongoing priorities are being tackled in a systematic manner. Good use is made of assessment data in English and mathematics to measure and track the pupils' progress.
The strategic use of resources	Good. The available resources are used well to support the school's educational priorities. Teachers and support staff are effectively deployed, and the school plans to increase the number of support staff to improve provision even further.
The adequacy of staffing, accommodation and learning resources	The accommodation is poor, and adversely affects the quality of teaching and learning, and the breadth of learning experiences that can be provided for the pupils. There are enough suitably qualified teaching staff, but the school only employs a small number of support staff. Learning resources are satisfactory overall, although there are is a shortage of good quality tuned and ethnic instruments in music.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents agree that the headteacher and staff are approachable and easily accessible to parents. • Parents are pleased with the standard of behaviour in the school, and the way in which the school promotes good behaviour. • Parents are pleased with the leadership and management of the school by the headteacher and agree that the quality of teaching is good. • Parents are pleased with the attitudes and values the school promotes. • Parents agree that the school is a happy place and that their children like school. 	<ul style="list-style-type: none"> • Some parents do not believe that they receive enough information about how their children are getting on in school. • Some parents are unhappy about the amount and frequency of homework.

The inspection findings support the parents' positive views of the school. Parents receive satisfactory levels of information from the school about the curriculum and their children's progress. The amount and frequency of homework are satisfactory in most subjects, although some of the tasks could be more imaginative.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment when they start school in the Nursery is below the expected level overall, although the children's ability spans the full range. The children make very good progress as they move through the Nursery and Reception classes and most attain the Early Learning Goals in each of the areas of learning by the end of the Foundation Stage. The children attain especially well in terms of their knowledge and understanding of the world in which they live, and in their creative and physical development, with a number of children attaining beyond the Early Learning Goals in these areas of learning.
2. The 2002 end of Key Stage 1 test results, show that the pupils' attainment is in line with the national average in reading and writing, and just below the national average in mathematics. Standards have been rising steadily in reading and writing over the last few years, because of the focus the school has had on developing early reading and writing skills in a systematic way. Standards in mathematics are starting to rise. In comparison with similar schools, the pupils' performance is well above average in reading and writing, and average in mathematics.
3. The inspection findings indicate that pupils' attainment at the end of Key Stage 1 is in line with national expectations in both English and mathematics. The inspection findings paint a more positive picture of the pupils' attainment in mathematics than the test results, and reflect the impact of recent improvements. Standards in science, on the basis of the teacher assessments, are above average, and this is borne out by the inspection findings which indicate that pupils' attainment is above national expectations.
4. Pupils of all ages and abilities make satisfactory progress in English, mathematics and science as they move through Key Stage 1. They benefit from good teaching, but do not always put as much effort into their work as they might. In English, Key Stage 1 pupils attain the expected level in their reading and writing by the end of the key stage, but their speaking skills are below national expectations. There is a wide spread of ability, and this is most evident in the pupils' written work. Higher attainers structure their ideas well, and sustain the plot when writing stories. Their work is well punctuated and their spelling is secure. By contrast, lower attainers have difficulty in ordering their ideas, and do not consistently use full stops and capital letters to demarcate sentences. Because of the success of recent initiatives, standards of reading are now in line with national expectations, although most pupils still need help when reading instructions or with written work problems in mathematics. By the end of Key Stage 1, pupils' attainment in mathematics is in line with national expectations, although as in English the spread of ability is wide. Higher attainers work well with large numbers, and have a good understanding of place value. They make sensible estimates, and try hard to check the reasonableness of their answers. Lower attaining pupils are working at below the expected level in the aspects of number and shape, space and measure, and do not have the confidence or skill to handle numbers beyond twenty. Their powers of estimation are weak, and they have difficulty in measuring accurately. In science, pupils of all abilities work well, and overall, attainment is above national expectations. The good emphasis placed on investigative work means that the pupils have good opportunities to learn through first hand experience, and this helps them to consolidate their learning. The skills of literacy and numeracy are satisfactorily promoted across the curriculum.

5. The 2002 end of Key Stage 2 national test results in English, mathematics and science, show that pupils' attainment is well below the national average, and well below average in comparison with similar schools. The 2002 group of Year 6 pupils contained a high number of pupils with special educational needs, and this particular group was also affected by high levels of pupil mobility. These factors affected the overall grades and do not paint a true picture of the ongoing improvement in standards. The school sets appropriate targets at the end of Key Stage 2, which in English and mathematics are well informed by good assessment procedures.
6. The inspection findings indicate that, although standards at the end of Key Stage 2 are below national expectations in English, mathematics and science, they are better than they were, and are slowly improving. In English, as in Key Stage 1, speaking skills are below national expectations, and this affects the pupils' learning in other subjects. Teachers effectively promote subject specific vocabulary, but some pupils still have difficulty in explaining their ideas clearly and concisely. Pupils' reading is below national expectations overall at the end of Key Stage 2. Although there are some very good readers, this is offset by the higher than average percentage of pupils who are working at a lower level than expected. In writing, the spread of ability is wide, with the highest attainers organising their ideas very well, and expressing themselves in an imaginative way, and the lower attainers struggling to master basic skills. In mathematics, Key Stage 2 pupils have a satisfactory grasp of most aspects of number, although lower attaining pupils are not always sufficiently accurate in their work. Most pupils have a satisfactory understanding of aspects of shape, space and measure and higher attaining pupils are accurate in their measurement and estimation of the size of angles. Throughout Key Stage 2, there are insufficient opportunities for the pupils to carry out problem solving activities, and this is an aspect of the mathematics curriculum where standards could be improved across all ability ranges. Pupils' attainment in science is unsatisfactory at the end of Key Stage 2 and could be higher. A weakness in pupils' learning is their inability to devise and carry out independent investigations. Overall there are too few opportunities for the pupils to experiment and to carry out practical tasks. Pupils' knowledge of scientific facts is satisfactory in terms of living things, and materials and their properties, but their knowledge of physical processes is below the expected level. Pupils of all ages and abilities make satisfactory progress overall in English and mathematics and there are satisfactory opportunities for them to use and apply their literacy and numeracy skills across the curriculum. However, because of lack of opportunities to carry out independent investigations, the pupils' progress in science is unsatisfactory overall and could be even better.
7. In music, physical education and religious education, pupils in both key stages attain the expected levels in their work and make satisfactory progress, although the amount of time given to music is limited, and prevents pupils from achieving higher standards. In geography and history, pupils' attainment is below national expectations at the end of both key stages, and pupils do not make enough progress. This is because the school does not give enough time to these subjects, and as a result, the National Curriculum programmes of study are not covered in enough breadth or depth. In design and technology and information and communication technology, standards are in line with national expectations at the end of Key Stage 1 and below national expectations at the end of Key Stage 2. In design and technology, standards could be higher in Key Stage 2, where not enough time is given to the subject. In art and design, Key Stage 1 pupils attain standards that are above national expectations and make good progress. As they move through Key Stage 2, pupils make satisfactory progress in art and design and attain the expected level. In information and communication technology, the current weaknesses in Key Stage 2 lie in the pupils' lack of knowledge and understanding of some aspects of control technology. The

school is awaiting new equipment which will enable this aspect of the information and communication technology curriculum to be taught, and standards are well placed to rise very quickly in the near future. In art and design, standards are above national expectations at the end of Key Stage 1 and in line with national expectations at the end of Key Stage 2.

8. Overall standards are on an upward trend, with the exception of those subjects where insufficient time is allocated. Pupils of all abilities make at least satisfactory progress, and in some subjects, their progress is good. Teaching is often good, but learning is not always as effective. This is because a small number of pupils lack self-discipline and disrupt the learning of others, and because a number of children are tired when they arrive at school and have difficulty in maintaining the necessary levels of concentration. There is no significant difference between the attainment of boys and girls. Good support for pupils with special educational needs enables them to make at least satisfactory progress, although the number of classroom support staff is small, and their impact is therefore limited. The poor accommodation has a negative impact on some aspects of the pupils' learning, and on the progress they make and the standards they achieve. This is especially the case in practical subjects such as art and design, design and technology and aspects of science, where it is extremely difficult for teachers to organise practical activities.

Pupils' attitudes, values and personal development

9. As at the time of the last inspection, most pupils of all ages and ability are enthusiastic about their learning, and have a satisfactory attitude towards school. Nursery children settle in very quickly, and have a very good attitude to their work, and to the adults with whom they come into daily contact. The school is an orderly environment, and the majority of Key Stage 1 and Key Stage 2 pupils know and observe the established school routines. Most pupils are friendly and courteous, but despite the best efforts of their teachers, a small number of pupils are impolite to their classmates and teachers. Pupils throughout the school are confident to talk to visitors and to answer questions during lessons. However, a significant number of pupils are limited by their poor communication skills. Teachers work very hard to build the pupils' self-esteem and confidence, and use praise well to motivate pupils. A good range of teaching strategies ensures that teachers capture the pupils' attention, and motivate them in their learning, but a few pupils of all ages are tired when they come to school, and lack the necessary concentration. Pupils with special educational needs often have positive attitudes to their work, despite their difficulties, and are particularly well focused when they have the additional support of classroom assistants.
10. The pupils' behaviour is satisfactory overall, and the behaviour of the Nursery and Reception children is often good. The vast majority of pupils demonstrate good levels of self-control and respond well to the school's high expectations of behaviour. These pupils are considerate, and are aware of, and responsive to the needs of others. They work well together in shared group activities, showing good levels of collaboration, independence and motivation. However, a small number of pupils in most classes show a lack of self-respect, and respect for others. They are sometimes disruptive, even when lessons are extremely stimulating and interesting, and at times they adversely affect the learning of their classmates. The school is working hard to address the challenging behaviour presented by these pupils, by working with parents, and by adapting teaching styles to ensure that learning is as exciting as possible for all pupils. The poor accommodation is a significant factor in the unsatisfactory behaviour of some pupils. Most classrooms and 'quiet' areas are overcrowded, and working conditions for the pupils and their teachers are uncomfortable.

11. In the playground most pupils play harmoniously together, and older pupils appointed as 'Playground Peacemakers' have a positive effect on behaviour by helping to resolve minor conflicts as they arise. At lunchtime, although the accommodation used for dining is cramped, most pupils behave sensibly when eating their midday meal. Through the school's good programme for personal and social education, most pupils know the difference between right and wrong. However, there are a few pupils whose behaviour whilst moving around the school is sometimes aggressive, and does not reflect the quality of social development provided by the school. The school works hard to improve the behaviour of pupils who lack self-discipline, and exclusion is used as a last resort. There has been one exclusion during the last academic year.
12. Relationships are generally good amongst pupils, and relationships between teachers and pupils are very good. Pupils with special educational needs are fully integrated into all activities, and most pupils are supportive of those who experience difficulties with their learning. The school works hard to promote respect and tolerance for others, and has a racial equality policy which is very well reflected in practice. Bullying of any description is not tolerated, and pupils and parents know that all incidents are treated seriously. The headteacher and staff are very effective in the way in which they encourage pupils to reflect on any misdemeanours, and to consider the outcomes of their actions.
13. Pupils' personal development is good and there are many good opportunities for pupils to develop independence, and to taking on special responsibilities. All pupils in Year 6 have the opportunity to apply to become prefects. Prospective candidates are interviewed by teachers and the headteacher, before the final decision is reached. Pupils who are not selected as prefects, are invited to take on a range of additional responsibilities around the school. Prefects are enthusiastic about their role, and take their responsibilities seriously. They are confident in undertaking a range of tasks including the support of younger pupils. They wear blue bibs so that they are easily identifiable, and their photographs are displayed to ensure that other pupils know who they are.
14. Most pupils are enthusiastic about the 'Class Councils' which enable them to have a voice about organisation within the school, and to make suggestions for improvements to their learning environment. A 'School Council' is currently being organised, and most pupils are keen to be involved. Some of the older Key Stage 2 pupils willingly take responsibility for some aspects of their own learning, such as researching additional information at home and at school. Pupils respond positively to opportunities to visit places of educational and cultural interest, and to take part in activities within the local environment. These opportunities makes a positive contribution to their personal and social development.
15. Attendance at 94.6 per cent is satisfactory, and is broadly in line with the national average. Unauthorised absence is close to the national average. A significant number of pupils take family holidays during term time. Most pupils arrive punctually in the morning, enabling lessons to start on time. This well-ordered start to the day has a positive effect on the pupils' attitude and behaviour.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

16. During the inspection fifty three lessons were seen. In these lessons, the quality of teaching was excellent in 6% of lessons, very good in 32%, good in 28%, satisfactory in 32% and unsatisfactory in 2%. This shows a good improvement since the last

inspection. The teaching of children in the Nursery and Reception classes is very good, and the overall quality of teaching in Key Stage 1 and Key Stage 2 is good.

17. The teaching of the Nursery and Reception children is very good and is a strength of the school. Activities are exciting, challenging and well matched to the levels of ability and maturity of the children. There is a very good combination of activities that are directed by the teacher and which lead the children stage by stage through aspects of their learning, and those which the children choose themselves, and which involve them in making their own choices and decisions. Good use is made of classroom assistants who work closely with the teaching staff. Very good emphasis is placed on developing the children's language, mathematical, and personal and social skills when they join the Nursery class, as these are areas of weakness for some children. Independent learning is encouraged, and the children quickly respond to the classroom routines and to the high expectations of their teachers. The classroom environments are attractive, lively, well organised and stimulating, and children are encouraged to access learning resources themselves and to tidy up after an activity. However, in the Reception classroom, space is at a premium and this makes it more difficult for the teacher to organise practical activities. Very good use is made of learning resources to enhance the children's learning, especially in the Nursery class.
18. In Key Stage 1 and Key Stage 2, the teaching of English and mathematics is good overall. The National Literacy Strategy has been successfully implemented throughout the school and provides good support for all teachers. The most effective teachers pace their lessons well, and use the end of session discussions effectively to help the pupils to evaluate the extent of their learning. In mathematics, the National Numeracy Strategy has been successfully implemented in all classes and this ensures good levels of progression between year groups. Number work is taught well, and teachers make good use of questions to extend the higher attainers and to support the lower attainers. However although the teaching of basic number skills is good, not enough opportunities are provided for pupils to carry out independent problem solving activities. Teaching in science is good in Key Stage 1, and satisfactory overall in Key Stage 2. The strength of teaching in Key Stage 1 is the emphasis placed on pupils learning through practical activities. However, this is not the picture in Key Stage 2 where insufficient investigative opportunities are provided, mainly because of the constraints of the accommodation.
19. In physical education, information and communication technology and music, teaching is good in both key stages. In history, geography, and religious education, teaching is satisfactory in both key stages. Teaching is satisfactory in art and design and design and technology at Key Stage 2, and good in art and design and design and technology in Key Stage 1. There is some variation in the quality of teaching from class to class depending on the expertise of individual teachers. Because the school has justifiably placed a great deal of emphasis on the teaching of literacy and numeracy over the last two years, there has been little in the way of staff training for art and design, design and technology, history, geography, physical education, religious education and music. The school is aware that there is a need for further professional development for some staff to ensure that they have the necessary expertise to raise standards in these areas.
20. Most teachers are effective in the way in which they monitor and manage pupils' behaviour, largely through positive reinforcement. The regular use of praise serves to raise pupils' self-esteem, and to promote confidence, and pupils respond very positively when their achievements and efforts are recognised and celebrated. Most teachers deal well with incidents of misbehaviour, but occasionally are not sufficiently firm. In almost all classes there are pupils who lack self-discipline and who do not

respond positively to the teachers' high expectations of behaviour. These pupils sometimes disturb the learning of others. Relationships between teachers and pupils are very good in most classes. This means that pupils are often keen to respond and to take an active and full part in lessons.

21. Teachers cope remarkably well with the constraints of the poor accommodation which make the organisation of practical sessions very difficult. They use a variety of effective teaching strategies to minimise the effects of the cramped conditions, and overcome many of the difficulties well. There are some good opportunities for pupils to develop independent learning skills, but these are limited by the accommodation. Where the best teaching occurs, teaching styles are varied to meet the demands of individual pupils so that the optimum amount of learning can take place. Through staff training, teachers have learned how some pupils respond better to a visual approach, whilst others respond more favourably to a kinaesthetic approach, and their teaching styles reflect this professional development.
22. In most classes, teachers share the purpose of the lesson with the pupils at the start. This is effective in setting the scene and in ensuring that pupils know what is expected of them. However, this good practice is not consistent throughout the school. Introductory sessions are often used well to question the pupils about what they already know and can do. Teachers often use questions well to clarify the pupils' thinking, to probe their understanding, and to extend their learning.
23. Pupils with special educational needs are often well supported in class by their teachers and classroom assistants, and this additional support enables them to progress at a similar rate to their classmates. However, the school employs only a small number of support staff and so their impact is limited. Pupils with special educational needs are well integrated into all activities and support is given unobtrusively. Teachers are aware of the different needs of pupils in their class, and follow targets in individual education plans when planning work in English and mathematics. Gifted and talented pupils are informally identified, and a few Year 6 pupils attend the local secondary school for some additional mathematics lessons. The school has no pupils with English as an additional language.
24. A weakness in teaching throughout the school is the quality of marking which is too variable. Occasionally some work is not marked at all, and in other classes, important mistakes are not identified. Teachers sometimes give pupils pointers for improvement, but too often comments relate to the presentation of pupils' work and not the content. In some cases praise is given for work that has been copied. Where the best marking occurs, useful comments show pupils how they might improve their work further.
25. The quality of pupils' learning is satisfactory overall, but is often not as effective as the teaching. Teachers work very hard to promote high levels of interest and enthusiasm, but a few pupils in most classes do not respond positively. Some pupils are very tired when they come to school, and lack concentration, especially in afternoon lessons. Most pupils are enthusiastic and have positive attitudes to learning. They enjoy taking part in discussions and are keen to express their views. Most pupils listen well to explanations and instructions and follow them well. Pupils of all ages and abilities generally work well together, sharing resources and ideas, and helping one another. However, with the exception of physical education, there are currently too few opportunities for pupils to evaluate their own work and that of their classmates in most classes. Opportunities for pupils to extend their learning through independent study are limited by the constraints of the accommodation.

26. Pupils' learning in English and mathematics is satisfactorily extended by homework, although the level, amount and frequency vary from class to class. However, not enough use is made of homework in other subjects to extend the pupils' learning, and there are missed opportunities for developing pupils' independent learning skills.

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

27. The school provides a very good curriculum for the children in the Nursery and Reception classes, which reflects the recommendations of the national guidance. Foundation Stage children enjoy taking part in a wide range of exciting and stimulating activities which very effectively promote their learning. There is a very good combination of activities that are led by the teacher and those that the children choose themselves. Early reading, writing and number skills are very well promoted, and the children have very good opportunities to find things out for themselves through practical exploration. Good progress has been made in developing the curriculum for the Foundation Stage children since the last inspection.
28. The quality of the curriculum provision for pupils in Key Stage 1 and Key Stage 2 is unsatisfactory overall. Since the time of the previous inspection the school has addressed the key issue of improving the organisation and structure of the curriculum, and now has a curriculum plan for the whole school. However, a significant amount of time has been given to the teaching of English and mathematics over the past few years, in order to raise standards in these areas. Whilst this strategy has largely been successful, as a result, some of the other subjects do not receive enough time to enable the National Curriculum programmes of study to be covered in enough depth and breadth, and this adversely affects the pupils' progress and attainment in these areas. A good amount of time is given to physical education and religious education in both key stages.
29. The provision for pupils' personal, social and health education is good. The school is working hard to promote this area of learning through a range of new initiatives. During the last year a more positive approach has included the establishment of 'Class Councils' and 'School Councils' and the appointment of prefects. 'Circle Time', provides good opportunities for pupils to discuss a wide range of issues, and is taught in all classes. Following a training course, staff now feel more confident to deliver this, and some good examples were seen during the inspection. Year 6 pupils take part in the 'DARE' project with Nottinghamshire police, and this provides a very good programme of drugs education, and provides very good opportunities for the pupils to learn about how to make the 'right choice'. The school has a sex education policy, and the school nurse effectively assists staff with a well organised programme of sex education for pupils in Year 5 and Year 6.
30. The provision for pupils with special educational needs is satisfactory. Teachers have copies of pupils' individual education plans, and use them effectively to plan suitable work to meet the needs of individuals. At the time of the inspection no pupil had a statement of special educational need.
31. The school has an equal opportunities policy, and staff ensure that all pupils have equal access to all aspects of the life and work of the school. The school meets statutory requirements in terms of its racial equality policy, and does not tolerate abuse or bullying of any kind.

32. Good links have been established with the local community and with other schools in the area. The school is a central focus in the area because of its joint use of facilities with the Leisure Centre and the local library. A variety of regular visitors enrich the curriculum. Ministers from the local churches visit regularly to lead assemblies and this makes an effective contribution to pupils' spiritual and personal development. Members of Nottingham Forest football team and Nottinghamshire County Cricket Club regularly provide coaching sessions, and are a great source of inspiration to the pupils with whom they work. The local environment is used well as a learning resource for topics in religious education, history and geography. Pupils enjoy going out into the community to sing carols, and on an annual basis they take part in a singing workshop at the Djanogly Recital Hall. The school has established good links with other primary schools in the area and with the main receiving secondary schools. Pupils take part in a number of sporting events against other schools, and these opportunities have a positive impact on the pupils' social development. Transition days enable Year 6 pupils to sample their secondary schools before they transfer, and help to give them good levels of confidence about the next stage of their education.
33. The curriculum is very well enhanced by a very good range of extra-curricular activities, some of which are provided by teaching staff, and others which are provided by outside agencies. Activities include sport, music, French, computer, library and number clubs, all of which are very popular with the pupils. Several clubs are open to pupils from the age of seven. Older pupils are encouraged to take part in more diverse pursuits, including orienteering. Activities are planned to take place during lunchtimes, as well as after school, and this provides opportunities for more pupils to take advantage of the activities that are on offer.
34. At the time of the previous inspection the school was reported to be making satisfactory provision for pupils' spiritual, moral, social and cultural development. Provision for spiritual and cultural development remains satisfactory, but the provision for moral and social development has improved and is now good.
35. The promotion of pupils' spiritual awareness is satisfactory. Through acts of collective worship pupils have opportunities to share their feelings and beliefs, and to celebrate the achievements of others through, for example, the weekly awards assembly. 'Circle Time' discussions provide a safe environment for pupils to express their feelings of joy, pain and sorrow as they consider aspects of their own lives and those of others. During the course of the inspection, there were frequent expressions of awe, wonder and amazement by the Nursery children, as they responded to new and exciting experiences. Most teachers are effective in picking up and developing incidental teaching opportunities as they arise, but for some teachers, the lack of explicit planning means that opportunities for promoting spirituality are missed.
36. The provision for moral development is good. The school's code of moral behaviour is displayed prominently throughout the building, and is frequently emphasised in lessons. The vast majority of pupils have an understanding of the principles of 'right and wrong', although for some pupils, their personal problems make it hard for them to respond as they know they should. The school has good systems in place for helping and counselling those pupils with personal problems. The headteacher and staff spend a great deal of time listening to pupils' problems and helping them to reach their own solutions. Overall, pupils endeavour to treat others with respect, and try hard to listen to and value the opinions of others. In lessons teachers praise good behaviour, and constantly try to build the pupils' self-esteem and confidence. There are some good opportunities for pupils to discuss issues such as bullying, but pupils are less confident about expressing their views about wider moral dilemmas such as pollution, or the destruction of rainforests.

37. The provision for social development is good. Staff provide very good role models for the pupils, and actively promote aspects of good social behaviour. The use of the school prefects in awarding merit to those pupils whose social behaviour is good works well, and the prefects themselves also act as effective role models for younger pupils. Acting in the role of prefects also assists older pupils in the growth of their own social competence in an important period of transition as they approach their transfer to secondary school. Useful contacts have been established with other schools in the local area, and older pupils are able to enjoy access to some of the facilities of the local secondary school, and such opportunities effectively enhance their social development. The restrictive nature of the accommodation places some limits on the opportunities for pupils to exercise initiative and personal responsibility in practical subjects such as science, art and design and design and technology, but wherever possible, teachers promote effective social interaction as the pupils work in pairs and small groups. Opportunities for pupils to participate in inter-school games activities have a positive impact on pupils' social development, and help them to learn the value of team work. Despite the good provision for pupils' social development, a number of pupils in each year group have difficulty in conforming to the school's expectations of conduct.
38. Although the provision for pupils' cultural development is satisfactory, it could be even better. Pupils have a basic understanding of their own culture and traditions, but lack any real knowledge of cultures other than those that are European. Although there are some opportunities for pupils to explore other cultures through their work in art and design and music, their experience is limited. Books and other resources are often multi-cultural, and pupils are encouraged to show respect and tolerance for the beliefs and views of others. Where the best teaching is seen, teachers make good use of incidental opportunities that arise, such as in a Year 6 music lesson where the teacher introduced pupils to the eight bar pattern of Asian music. However, opportunities for cultural development are rarely identified in planning, and are therefore sometimes missed.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. As at the time of the last inspection the school has a caring ethos and works hard to ensure that the pupils' learning environment is as safe as possible. However, the unusual nature of the accommodation makes it difficult for the school to fully ensure the health, safety and welfare of pupils. The school houses the community library and leisure centre, and this shared usage makes it difficult for the school to monitor the use of the building, and to keep abreast with matters of health and safety. Currently, an aspect of the building is giving serious cause for concern, and this needs to be urgently addressed by the school, the Governing Body and the LEA.
40. The provision for pupils' pastoral care and support is generally good. In the playground pupils are well supervised by staff and lunchtime supervisors. All staff know pupils well and they are alert to their individual, physical and emotional needs. The good relationships in the school make a positive contribution to pupils' progress and achievements. The effective support provided for pupils with special educational needs through individual education plans enables them to be included in all educational opportunities. Good induction procedures ensure that children and their parents understand how the school is organised and this helps children to settle quickly into the established routines. Good provision is made for first-aid and all staff hold up to date qualifications. Electrical equipment is checked regularly, and fire drills are regularly held.

41. Child Protection procedures are good and all concerns for pupils are well monitored and recorded. The headteacher is the named designated person with responsibility and she has attended a recent training course. Through regular meetings and clear guidelines, all staff, including lunchtime supervisors, are aware of the procedures to follow if they have any concerns. The school works closely with outside support agencies to which all pupils have access. Good personal records are kept up-to-date by administrative staff and this information is used well to support pupils' needs and to ensure that parents can be contacted in the event of an emergency.
42. Satisfactory procedures are followed for monitoring and recording attendance. Registers are consistently completed by all teachers. Most parents are reliable in contacting the school immediately when pupils are absent. However, the follow-up of unauthorised absence is insufficiently prompt to ensure the accuracy of registers on a daily basis.
43. The procedures for monitoring and promoting behaviour are good. Pupils are reminded regularly of the Edgewood Code, although some find it difficult to conform to the school's expectations. The school has a good system of reward and celebration, with a weekly Achievers' Assemblies. In all classes pupils value the class reward card and the award of stickers, certificates and letters of commendation that are sent home. The procedures to monitor and eliminate bullying or harassment are good, and incidents are dealt with promptly and appropriately. There is no racial tension in the school, and pupils and their parents know that racial harassment would not be tolerated. Procedures for monitoring and supporting pupils' personal development are satisfactory.
44. In the Nursery and Reception classes good procedures are in place to monitor the children's progress. In Key Stage 1 and Key Stage 2, good procedures are in place for monitoring and tracking the pupils' progress and attainment in English and mathematics. However, in all other subjects, assessment procedures are informal, and are insufficiently developed. Most teachers use ongoing assessment information well when planning the next stage of pupils' learning, but they do not have a sufficiently clear idea of what the pupils have already learned and mastered in their previous classes. Informal assessment is used well to identify pupils who may have special educational needs, and to target pupils who may be gifted and talented. Since the time of the last inspection, some progress has been made in developing assessment systems in English and mathematics but not enough has been done in other subjects. The policy for assessment has recently been reviewed and updated, and the co-ordinator has identified further areas for improving assessment and its use, which feature in the School Development Plan.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

45. As at the time of the last inspection, most parents have positive views of the school, and the partnership between home and school is satisfactory. Most parents agree that their children are happy in school and are receiving a good quality of education. The majority of parents feel comfortable about approaching the school with questions or concerns and find the headteacher and staff accessible and helpful. A few parents would like more information about their children's progress. Many parents support the work of the school well and assist their children at home by listening to reading and helping with homework topics. This makes a strong contribution to the pupils' progress and achievements. However, some parents could take a more active role in helping their children with homework tasks. A small number of parents help regularly in classrooms and with swimming, and more parents help when pupils go out on visits.

The school provides them with a 'Helpers in School' booklet which contains clear information and guidelines. The inspection findings support the parents' positive views of the school, but not their negative views.

46. Parents of pupils with special educational needs are effectively involved in regular reviews of their children's progress, and are provided with a copy of their child's individual education plan. The school invites parents to all assessment and review meetings, although not all parents attend. Very good links have been established between the Nursery staff and parents and this enables children to feel confident about starting school.
47. The 'Friends' Association' is a small group of parents which helps to organise fund-raising events for the school. The headteacher has reluctantly taken on the roles of Chair and Treasurer because of the lack of volunteers for these positions. This additional responsibility places an unnecessary burden on the headteacher, and it would be more appropriate if the roles were assumed by parents. Social events organised by the school and parent helpers are usually well supported, and funds raised provide a variety of additional resources for the school. A thriving 'Parent and Toddler' group meets in the school on a weekly basis, and there is good liaison between this group and the Nursery.
48. Overall the quality of information for parents is satisfactory, and the level of general information about forthcoming events is good. However, some parents would like more information about how their children are getting on in school. The headteacher sends out regular friendly newsletters to parents containing helpful information about organisation, activities and learning opportunities. Each term pupils take home a helpful curriculum programme which informs parents about the topics that will be covered during that term, and which enables them to help and support their children's learning at home. The 'starter pack' which Nursery parents receive prior to induction is very encouraging and informative. The majority of parents have signed the home/school agreement. Regular consultation evenings are organised and these are usually well attended. The school works hard to try to involve parents and has organised a number of curriculum workshops but attendance at these events is often poor. A parents' notice board provides Nursery and Reception parents with a good range of information such as topic planning and examples of learning books and activity sheets which they are encouraged to borrow.
49. Reports of pupils' progress are satisfactory. In Key Stage 1 and Key Stage 2, they appropriately cover all subjects of the National Curriculum and religious education, and reports for Nursery and Reception children are linked to the six areas of learning. Although most parents are happy with the progress reports, some parents would like more information. The inspection findings indicate that pupils' progress reports contain helpful information about what the pupils have learned. However, targets for future development are not always clearly defined. The prospectus and governors' annual report to parents meet the statutory requirements and provide a good amount of helpful information about the life and work of the school, and the curriculum.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The overall quality of leadership and management of the school by the headteacher and key staff is good, and there has been good improvement overall since the time of the last inspection. There is a very good team spirit amongst the teaching and support staff, and they are all extremely committed, hard-working and loyal. The headteacher and staff cope very well with the poor accommodation, although the lack of a staff

room makes it very difficult for them to meet as a staff group, both formally for meetings, and informally at break times.

51. The headteacher has a clear vision for the school, and is committed to raising standards further. In the two years since she was appointed, she has provided firm leadership, and has been especially effective in minimising disruptions to the pupils' learning during a period of staff changes and long-term absence for maternity leave. She has a very good appreciation of the school's strengths and weaknesses through the monitoring she has carried out, and knows what needs to be done to further improve the provision. She has monitored and paced change carefully over the past two years, but recognises that there is now an urgency to develop the curriculum for Key Stage 1 and Key Stage 2 pupils so that it has the necessary breadth and balance. The deputy provides good support for the headteacher, and has regular non-contact time to enable him to fulfil his areas of responsibility.
52. There is a large, but effective, Senior Management Team, which is effective in driving forward the school's work, and in monitoring the school's performance. The team meets regularly to discuss standards, curriculum development, progress towards targets identified in the School Development Plan, and ongoing issues. However, although the Senior Management Team has a good general overview of the school's life and work, currently, few of the Senior Management Team are involved in the monitoring and evaluation of teaching and learning, through classroom observation and this is an area of proposed development within the school.
53. Co-ordinators are in place for all subjects and for important aspects of the school's work such as special educational needs, assessment, and personal, social and health education. The role of the co-ordinator has developed well since the time of the last inspection, although staff changes and long-term absence have meant that there has been a regular reshuffling of roles over the past few years, and this has impacted adversely on the leadership and management of some subjects. Co-ordinators take a good lead, and are effective in advising and supporting colleagues, and in monitoring their planning, but their role in monitoring teaching and learning through classroom observation is as yet largely undeveloped.
54. The school's work is now guided by a good quality three year School Development Plan, which has clearly stated targets, and which indicates the cost of achieving each target, either in terms of time or expenditure. The plan, which is drawn up by the headteacher, staff and Governing Body, is manageable and effective, and shows how standards are to be raised further. Timescales, monitoring strategies, and success criteria are clearly stated, and the Governing Body regularly monitors ongoing progress.
55. The provision for pupils with special educational needs is satisfactory, and this aspect of the school's work is well led and managed by the special educational needs co-ordinator. The new Code of Practice has been fully implemented, and the school is making a good effort in involving parents and pupils in the drawing up of targets in individual education plans. Support staff are well used to support pupils with special educational needs, but there is only a small number of support staff and so their impact is limited. In line with the policy of the LEA, no pupil has a statement of special educational needs.
56. The school has a good policy for equal opportunities which is fully reflected in practice. However, the school's commitment to including all pupils means that there are occasions when the poor behaviour of a very small number of pupils affects the learning of others. In line with statutory requirements the school has drawn up and

implemented a racial equality policy, and pupils know that incidents of racial harassment will not be tolerated.

57. The Governing Body is effective and maintains a good overview of the school's life and work. Governors are supportive and well informed. The Chair of the Governing Body acts as an effective 'critical friend' to the headteacher, and governors understand their role in challenging and discussing proposed courses of action to ensure that they are viable, appropriate and cost effective. An appropriate committee structure is in place, and governors have been involved in a good range of training, including training for special educational needs, performance management and race relations. Some good links have been established between individual governors and subject co-ordinators, and these links enable governors to become better informed about curriculum matters, and help to forge good relationships between the staff and the Governing Body. Governors meet regularly with co-ordinators to discuss subject action plans, and outcomes of these meetings are fed back to the full Governing Body. The Governing Body fulfils its statutory duties, although there is a safety matter, of which the governors are aware, that needs urgent attention.
58. The school's finances are well managed and spending is closely linked to income. The office staff and headteacher handle the day-to-day finances very effectively. The school has recently received a positive audit report, and all minor points from this have been addressed. The Governing Body and headteacher have a good understanding of the principles of securing best value for money, although even more could be done in terms of consulting parents about proposed changes, and in securing their views about the education the school provides. The carry-forward from the last financial year is higher than the recommended 5% of the school's total income, but has been very well used to purchase laptop computers, to increase the number of support staff, and to employ a part-time teacher to enable the deputy headteacher, special needs co-ordinator and newly qualified teacher to have regular non-contact time. Some judicious spending has improved the quality of the accommodation, although there is still more to be done, and money has been set aside for this.
59. The school budget is linked to the School Development Plan and spending is closely and regularly monitored by the Governing Body. The school makes good use of specific grants and is currently engaged in several externally funded initiatives which will help to provide additional sports opportunities and study support. Additional funds are raised through the Friends' Association. However, this group does not currently have its own treasurer, and although the funds raised are clearly identified within the school's funds, the appointment of a treasurer would ease some of the headteacher's burden.
60. The school is satisfactorily staffed with experienced teachers who are suitably qualified to teach the National Curriculum and the Foundation Stage. All teachers have additional responsibilities as curriculum co-ordinators, but at present the co-ordinators for science and literacy are on extended leave. Staff attend regular training courses which are well matched to their needs and linked to the priorities in the School Development Plan. Good arrangements are made for the induction of new staff and newly qualified teachers. A well organised induction programme and mentor system is in place. Although the school has increased the number of classroom support staff over the past two years, with the exception of the Nursery class which is well staffed, there are not enough classroom assistants to have the maximum impact on pupils' learning. The commitment and efficiency of the secretary, lunchtime supervisors and caretaker all ensure the effective day to day running of the school.

61. The accommodation is poor. It has a negative effect on pupils' learning, and on the morale of staff. The building has dual use as the community library and leisure centre, and this creates difficulties with regard to monitoring the site, and the sharing of some facilities. Teaching areas are clean and well maintained through the commitment of the caretaker and cleaning staff. Facilities for dining at tables behind the library are very cramped and limit opportunities for pupils' social development. Storage is a major problem. Throughout the school colourful and attractive displays of pupils' work, pictures and artefacts create a stimulating and interesting learning environment. Classroom space and carpeted areas are very cramped, and often pupils' behaviour and attitudes reflect the discomfort of overcrowding. Although there are spacious areas and the school makes good use of what it has, much of the space available is not usable for teaching. Outside play facilities are satisfactory and the school's arrangements for split playtimes ensure that there is sufficient hard surface and grassed play space for the number of pupils. The secure play area for the Nursery children is good and is well used.
62. The accommodation for staff and the headteacher is poor. The school has no staff room leaving staff without a designated base for discussion and team building, and this is very unsatisfactory. The headteacher's room is extremely small and is too small for conducting private discussions with parents or visitors. The school has no designated office, and shares office facilities with the Leisure Centre staff. This means that school administrative staff have to be extremely careful about securely storing school information when they leave at the end of each day. The toilets are poor and are not of adult size.
63. Overall learning resources to support teaching and learning in all subjects of the curriculum are satisfactory and they are good for English, information and communication technology, design technology and physical education. Resources for music are unsatisfactory overall as there is a shortage of tuned and ethnic instruments. Resources for pupils in the Foundation Stage are very good.
64. Since the last inspection, the school has made good progress in addressing the key issues, although there is more work to be done in developing the curriculum and assessment procedures for subjects other than English and mathematics. Standards are starting to rise at the end of Key Stage 1 and Key Stage 2, in English, mathematics and science, and the school has recently been awarded a School Achievement Award for improved end of key stage test results. In the light of the improving standards, the good quality of teaching, the very good provision for the Foundation Stage children, and the good quality of leadership and management, the school is giving good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- The school should implement its own action plans in order to continue to raise standards in English, mathematics, science, design and technology and information and communication technology at the end of Key Stage 2, and standards at the end of both key stages in geography and history.
(paragraphs 7, 96, 98, 102, 105, 107, 109, 110 - 115, 121 - 124, 126 - 136)
- The school should ensure that an appropriate amount of time is allocated to all subjects in Key Stage 1 and Key Stage 2.
(paragraphs 7,8,28,109,115,116,121,126,130,149)
- The school should continue to work with parents to improve the behaviour of a small but significant minority of pupils. *(paragraphs 9,10,11,37,71,152)*
- The school should urgently seek to improve the quality of the accommodation.
(paragraphs 8, 21, 25, 58, 61, 62, 100, 109, 114, 116, 120, 125)
- The school has an urgent safety issue that it needs to address.
(paragraphs 57)

OTHER MINOR ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL:-

- the school should continue to develop assessment systems for subjects other than English and mathematics;
(paragraphs 44, 120, 125, 135, 147, 158)
- the school should go ahead with its plans to employ more support staff so that teachers can organise practical activities more easily, and so that the needs of individual pupils can be more effectively met;
(paragraphs 8,23,55,60,107)
- marking should be more consistent across the school;
(paragraphs 24,107,114)
- the school should continue to develop the monitoring role of subject co-ordinators.
(paragraphs 53,108,115,120,125,130,135,147,153,158)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	17	15	17	1	0	0
Percentage	6	32	28	32	2	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39	247
Number of full-time pupils known to be eligible for free school meals	0	28

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	0
Number of pupils on the school's special educational needs register	1	68

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.7
National comparative data	5.6

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	20	26	46

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	19	20
	Girls	24	24	25
	Total	43	43	45
Percentage of pupils at NC level 2 or above	School	93 (79)	93 (88)	98 (94)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	20
	Girls	25	25	25
	Total	45	45	45
Percentage of pupils at NC level 2 or above	School	98 (91)	98 (97)	98 (97)
	National	85 (85)	89 (89)	89 (89)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	15	16	31

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	10	12
	Girls	12	8	13
	Total	18	18	25
Percentage of pupils at NC level 4 or above	School	58 (71)	58 (69)	81 (83)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	5	9	8
	Girls	12	10	11
	Total	17	19	19
Percentage of pupils at NC level 4 or above	School	53 (67)	59 (71)	59 (79)
	National	73 (72)	74 (74)	82 (82)

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

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

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	206	1	0
White – Irish	0	0	0
White – any other White background	11	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	2	0	0
Chinese	0	0	0
Any other ethnic group	20	0	0
No ethnic group recorded	1	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR– Y6

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	23
Average class size	27

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	98

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	40
Total number of education support staff	3
Total aggregate hours worked per week	73
Number of pupils per FTE adult	10

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2001/2002
	£
Total income	661616
Total expenditure	621302
Expenditure per pupil	2227
Balance brought forward from previous year	41484
Balance carried forward to next year	81798

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	322
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	38	2	0	0
My child is making good progress in school.	44	44	12	0	0
Behaviour in the school is good.	36	56	6	2	0
My child gets the right amount of work to do at home.	18	74	4	4	0
The teaching is good.	64	34	2	0	0
I am kept well informed about how my child is getting on.	52	26	20	2	0
I would feel comfortable about approaching the school with questions or a problem.	70	26	4	0	0
The school expects my child to work hard and achieve his or her best.	64	34	2	0	0
The school works closely with parents.	50	40	10	0	0
The school is well led and managed.	40	44	6	0	10
The school is helping my child become mature and responsible.	50	48	2	0	0
The school provides an interesting range of activities outside lessons.	34	46	6	2	12

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

65. Seventy eight children currently attend nursery on a part-time basis, either in the morning or the afternoon. The range of attainment of these children when they start school is wide, but taken overall is below the expected level for their age. Children of all abilities make very good progress in the Nursery and Reception classes, and by the end of the Foundation Stage, they attain the Early Learning Goals in all areas of learning, and sometimes beyond the expected level. The school has maintained the good provision described at the time of the last inspection.
66. The teaching of the Foundation Stage children is very good overall, and is excellent in the Nursery class, where staff work as a very closely knit team. Children in the Reception class are taught alongside Year 1 pupils, and staff work hard to ensure that they receive a very different curriculum to that of their older classmates. In the Nursery class the children's learning is supported by a team of very well prepared nursery nurses, and in the Reception class by an equally well-briefed learning support assistant. In both classes the support staff are playing a crucial role in the growth of children's language and social skills. At the time of the inspection the regular Reception class teacher was on maternity leave and two part-time teachers were teaching the children. This arrangement is working well and the co-ordinator has a good overview of the progress being made by the children in the Reception class.
67. In both the Nursery and Reception classes, planning fully reflects the national guidance for children of this age. Good use is made of ongoing assessments to track the children's progress and to monitor their progress and attainment. A policy of early intervention ensures the speedy identification of children with special educational needs, and those who are likely to be gifted and talented.
68. The accommodation for the Nursery children is good overall. The Nursery class is located in a separate, adjoining, building to the school. Staff in the Nursery have the use of a small kitchen area and an office facility. The Nursery class is linked to the main building by a covered secure play area with an all weather carpet. The accommodation for the Reception class is satisfactory but less favourable. The elongated work area makes supervision of the children difficult, whilst the carpeted area is too small for gathering the whole class together. The work of the Reception children is frequently interrupted by the passage of Key Stage 1 and Key Stage 2 pupils on their way to the badly located toilet facilities.
69. Children in both the Nursery and Reception classes have access to a wide range of learning resources which are of good quality and which are well used. Recently resources have been purchase for use outside, and a regular audit is maintained so that all resources can be updated as part of a rolling programme. Teachers ensure that equipment is labelled and easily accessible for the children. Toys, music, artefacts and other resources reflect the multicultural nature of society in the United Kingdom. Computers are located in each classroom and are readily used by all children.
70. The links between home and school are very good, especially in the Nursery class. Children complete an entry profile at home alongside their parents and this gives staff crucial early information in the establishment of their relationships with the children. All

children have a Record of Achievement of their ongoing progress. In school, adults enter significant achievements in a 'Golden Moments' Book that is also accessible to parents and which celebrates the progress made by the children. Nursery staff are in contact with parents on a daily basis and this promotes very good relationships and ensures that the children feel secure.

71. Attitudes and behaviour in the Foundation stage are good overall and excellent in the Nursery class. In the Reception class one or two children display unacceptable behaviour, and this has an adverse impact on the learning of other children, despite the good procedures adopted by teachers and support staff.

Personal, social and emotional development

72. The teaching of personal, social and emotional development is very good overall and is excellent in the Nursery class. Children of all abilities make very good progress, and by the time they transfer to Year 1, most pupils have attained the Early Learning Goals in this aspect of their learning.
73. When children enter the Nursery classroom each morning and afternoon they are greeted by an array of resources and activities that very effectively promote co-operative play, and that foster their personal and social development. In the introductory sessions, the Nursery children enthusiastically join in with well-known songs and rhymes, and a sense of excitement is very effectively promoted as the staff reveal the activities of the day. During the inspection, Nursery children were very involved in solving the moral dilemmas posed by a puppet character that had 'broken' a toy belonging to another puppet. This activity was very successful in promoting the children's moral development and in extending their thinking. Role play activities, such as when the children play in the cave, are very successful in promoting co-operation as the children share resources and ideas. During the inspection, the children went on a 'bear hunt' and this activity provoked high levels of excitement and anticipation as the children went to find the bears. Nursery children are encouraged to develop independent learning skills from the time they enter school and are frequently asked to make decisions concerning their activities.
74. In the Reception class, children are now beginning to adjust to the experience of mixing with older pupils and take part in some whole-school activities, such as assemblies. The Reception children benefit from the positive impact of working with older children, and from the mainly good example the Year 1 pupils set. The Reception children have a good understanding of the classroom rules and the teachers' expectations for behaviour, and most respond well. Most children listen attentively to their teachers and show good levels of concentration. Their moral development is successfully promoted through religious education lessons, and through opportunities to discuss issues as a part of the class group.
75. In both the Nursery and Reception classes, adults provide very good role models for the children in the way in which they relate to one another. Good manners are encouraged, and adults are effective in the way in which they pick up incidental opportunities that arise during the course of the day for reinforcing positive attitudes and values. Snack times are used very well to remind the children of social conventions, such as sharing and passing items to others. By the end of the Foundation Stage, most children show good levels of independence in terms of their personal hygiene, and are able to undress and dress before and after physical education lessons with little input from the staff. Nursery and Reception children show good levels of confidence in their learning, and are comfortable about approaching adults with their ideas, news or concerns.

Communication, language and literacy

76. The teaching of communication, language and literacy is very good overall, and is excellent in the Nursery class. The very good quality of the teaching ensures that children of all abilities make very good progress and most achieve the Early Learning Goals by the time they transfer to Year 1. A relative weakness in the children's learning is their spoken language, and some children start the Year 1 class with a very limited vocabulary.
77. From the time the children join the Nursery class, there is a considerable emphasis on the development of speaking and listening skills, and the children learn that there are times when they speak and times when they need to listen. Speaking skills are encouraged in both the Nursery and Reception classes through group activities such as 'Circle Time', and structured and spontaneous play activities. During the course of the inspection, numerous instances were observed where teachers and support staff directly encouraged and reinforced the children's spoken language development, and used their observations to assess the children's progress. Rhymes and songs are used frequently, and very effectively to promote speaking and listening skills and the children join in with high levels of enthusiasm. In the Nursery class especially, there are excellent opportunities for the children to talk about their work, and their classmates are encouraged to listen attentively and respectfully during these sessions. Role play activities are used well to promote speaking and listening, and to help the children to acquire subject specific vocabulary.
78. Early reading skills are promoted in an exciting manner in the Nursery class, and children gain confidence in their ability as 'readers' and a good sense of how print is organised in books. By the time they transfer to the Reception class, most children recognise their names, and understand that the print in books conveys meaning. In the Reception class, the children enjoy sharing 'big books', and begin to appreciate how the pictures in their reading books help them to interpret the text. Whilst the Reception staff ensure that language development is at a level appropriate to the younger and less able children, the more advanced language work being done by the Year 1 pupils acts as a stimulus for the higher attaining and older Reception children. Parents are encouraged to help their children with their reading, and most do so. This additional input has a positive impact on the children's reading development.
79. From when they join the Nursery class the children are encouraged to develop early writing skills as they learn how to make marks on paper. Children in the Nursery have recently produced 'name captions' to accompany their paintings and, although they are not yet recognisable to adults, the children proudly identify their work by the marks they have made. As they move through the Reception class, handwriting skills are systematically developed and most children have satisfactory control of pens and pencils by the end of the Foundation Stage. There are some good opportunities for the children to develop emergent writing skills, and these opportunities help to remind them of the link between reading and writing.

Mathematical development

80. The teaching of mathematical development is very good overall and children of all ages and abilities make very good progress. By the time they leave the Reception class, most children achieve the Early Learning Goals in this area of learning.
81. Children have a very good range of opportunities to develop a mathematical vocabulary in both structured activities and through their play. In the Nursery the day

frequently begins with mental mathematics activities, including the solving of simple problems, and the singing of number rhymes. Teachers make very good use of apparatus such as puppets to encourage the children to see numbers as 'fun', and to assist in developing their vocabulary. By the end of the Reception year, most children use numbers in simple calculations, and are able to sequence numbers in order of size. Most Reception children know that addition and subtraction can be 'written' as number sentences. Daily activities, such as writing the date in the Reception class, help to reinforce the children's understanding of the way in which numbers are ordered, and to make them familiar with ordinal numbers such as 'first' and 'second'.

82. Teachers provide a very good range of practical mathematical activities that enable the children to learn through first hand experience. Sand and water areas are used well to enable the children to develop comparative vocabulary as they consider which containers hold 'more/less than', and discuss the notion of full and empty. Measuring the growth of classroom plants introduces the children to the notion of measurement, and helps them to develop additional vocabulary to describe relative size. By the time they reach the end of their Reception year, most children match and sort objects by size, colour and shape and higher attaining pupils can select their own criteria for sorting. Children have a good understanding of the idea of pattern, and higher attainers successfully create repeating patterns based on shape or colour.

Knowledge and understanding of the world

83. The teaching of this area of learning is very good overall and children of all abilities make very good progress as they move through the Foundation Stage. By the time they enter Year 1, the majority have achieved the Early Learning Goals, with a number of children going beyond the expected level.
84. Nursery children have the opportunity to experience an excellent range of activities which serve to increase their knowledge of the world in which they live. They observe the weather and the passage of the seasons and produce vibrant displays, which, during the course of the inspection, were associated with the colour theme being followed. The observation table allows them to make detailed studies of leaves, seeds, pinecones and other objects using magnifying glasses. Respect for living things is encouraged and the children know that the small creatures that they observe have their proper home in the world outside the classroom. The children watch plants grow, and tend them as part of their daily activities. The children's capacity for observation is suitably extended as they move through the Reception class, and the children pay good attention to detail.
85. Teachers in both the Nursery and Reception classes make good use of the children's own experiences in order to improve their knowledge and understanding of the world. Through discussion, the children begin to unravel the complexities of relationships within their immediate families. By the time they enter Year 1, most can accurately describe the main relationships, although they have some difficulty in explaining the relationship of their parents to their grandparents, for example. The majority of children learn a great deal from their daily routines and they know that certain things such as break times and home times occur at regular intervals. Religious education is taught regularly in the Reception class and, during the course of the inspection, the children were engaged with their colour theme and were playing out the story of 'Joseph and His Coat of Many Colours'.
86. Children in both classes have access to a good range of construction toys and through these begin to develop their skills in design and technology as they bring their design concepts to fruition. Additionally they are able to experiment with found materials and

they learn to cut, stick and join them in ways that give them insights into the properties of the materials themselves. Each classroom is equipped with computers and the children make good use of them as tools to support their learning.

Physical development

87. The teaching of physical development is very good overall and the children make very good progress as they move through the Foundation Stage. By the time they transfer to Year 1 most children have exceeded the early Learning Goals in this area of their development.
88. In the Nursery class, very good use is made of outdoor play to develop the children's physical abilities as they steer and manoeuvre wheeled and other large apparatus. They climb the climbing apparatus with very good levels of confidence, and move with good control and a sense of purpose. Reception children have access to the learners' swimming pool which is part of the Leisure Centre that is incorporated with the school. They take part in pool activities with great enthusiasm, and when using the floats, cross the width of the pool without trepidation. At an early stage in the school year the children in the Reception class are making good progress towards their 'Duckling Awards' for swimming.
89. Both the Nursery and Reception classes have access to the hall and use this space effectively. During the course of the inspection the children from the Reception class joined their peers in Year 1 and worked well. They show good levels of co-ordination and control their bodies well as they run, jump and turn. In classrooms children are conscious of the need to use the space with care for themselves and others and they do so with increasing skill from the time they enter school. The range of construction toys, and regular participation in cutting and shaping activities, further increase their physical dexterity.

Creative development

90. The teaching of creative development is very good overall and by the time they reach Year 1, most children exceed the expectations of the early Learning Goals in this area of their development. Children of all ages and abilities make very good progress.
91. Children in both classes have access to a very good range of resources and regularly use paints, clay, sand, water and modelling materials and kits. Children in the Nursery have successfully combined materials in the attractive displays of the seasons and have produced two and three-dimensional effects. They are learning how to mix paint and produce colour patterns and as part of their mark making activities they 'sign' their work with a flourish using the paint brush to do so. Creative activities are used particularly well in the Nursery for the promotion of language development and the children gave ongoing accounts of their thoughts and feelings as they used particular colours in their work.
92. Children in both classes frequently engage in active role-play and most engage in co-operative play from the time they enter school. During the inspection, children in the Nursery were observed taking on the roles of 'hunter-explorers' as they engaged on a bear hunt. When playing in the cave some of the children in the Nursery class spontaneously combined the playing of musical instruments with the flashing of a torch to create a sound and light composition. Creative imagination is further enhanced by the use of home-school links when children and their parents contribute to the ongoing story of 'Hobo the Bear'. As they move through the Reception class, the children have

experience of playing a variety of percussion instruments, and higher attainers name the instruments correctly and describe the sounds they produce.

ENGLISH

93. The 2002 end of Key Stage 1 test results in reading and writing, show that pupils' attainment is in line with the national average, and is well above average in comparison with similar schools. Standards in reading and writing have been on an upwards climb over the past few years, and this pattern of improvement reflects the hard-work and effort the headteacher and staff have put into raising standards in these areas. The 2002 end of Key Stage 2 test results show that pupils' attainment in English is well below the national average, and well below average in comparison with similar schools. The 2002 results were adversely affected by a high number of pupils who had special educational needs, and within that year group, there were high levels of pupil mobility. Standards at the end of Key Stage 2 have been low for the past few years, but as the new initiatives that have been introduced in Key Stage 1 start to work through the school, standards are slowly but surely beginning to rise. The inspection findings indicate that standards at the end of Key Stage 1 are in line with national expectations, and that whilst standards at the end of Key Stage 2 are below national expectations, the picture is more positive than suggested by the most recent test results. Good progress has been made since the last inspection.
94. Standards of speaking are below the expected level at the end of both key stages, and standards of listening are broadly in line with national expectations. In most lessons, pupils of all ages and abilities listen well, and process their teachers' instructions and explanations quickly and accurately. However, a small number of pupils lack concentration and self-discipline, and constantly interrupt their teachers in class discussion sessions. Pupils in both key stages often struggle to remember subject specific vocabulary, although this is improving in Key Stage 1 especially, where teachers are working hard to ensure that pupils repeat and use newly acquired words to reinforce their learning. Most pupils of all ages are keen to offer their opinions, although in all classes there are reluctant speakers who do not contribute to discussions unless prompted gently by their teachers. During the inspection, some good examples of speaking were heard, although this is not the case for all pupils. Speaking skills are more effectively developed in those lessons where teachers are supported by classroom assistants who can give less confident pupils the support they need to enable them to make a valued contribution. Teachers use praise well to encourage pupils to speak to their classmates in formal situations, and where the best teaching occurs, there are good opportunities for pupils to discuss their ideas in small groups or pairs before the topic is opened up to whole-class discussion.
95. Standards of reading are in line with national expectations at the end of Key Stage 1, and this is an aspect of English work the school has developed well over recent years. The teaching of phonic skills and spelling is good for Key Stage 1 pupils, enabling them to confidently decode unfamiliar or complex words. Higher attainers have a good sense of the meaning of the text they are reading, and this is reflected as they use punctuation well to help them to read with expression. Pupils are keen to respond to new challenges, such as reading poetry, and do so with high levels of enthusiasm. Standards of reading are better when pupils are supported at home by their parents. This additional practice is of benefit, and increases the pupils' self-esteem and confidence. More able readers are keen to talk about their favourite books and stories, and are beginning to make realistic predictions about what might happen next. Lower attainers sometimes lack confidence, and because of the difficulties they encounter do not derive as much pleasure from reading as the more able pupils. Good use is made

of 'big books' in literacy sessions to help the pupils to practise reading with expression, and to help them to acquire the higher order skills of inference.

96. Standards in reading at the end of Key Stage 2 are below national expectations. Pupils benefit from having access to the community library which is housed in the school, and this facility enables them to experience books across a wide range of genres. By the end of the key stage, most pupils confidently use books for research, and know how to use glossaries and an index to find key topics. To help pupils to improve their reading, pupils have chosen their own reading targets, and this practice is giving them a good appreciation of their own learning. Average and higher attaining pupils are confident about predicting what might happen next in a story, and are keen to talk about the main characters, plots and events. These pupils read with good degrees of fluency, and read a wide selection of texts including poetry and non-fiction books. Pupils are keen to talk about their favourite authors, and the highest attaining pupils are gaining an understanding of how different authors have key features, strategies or writing techniques which make it possible to identify their books. Lower attaining pupils lose the flow of their reading when they have to stop and decode unfamiliar words, and their reading lacks fluency and expression. The school has several strategies in place to improve standards in reading, and they are beginning to have a positive impact in Key Stage 1, and are starting to work through to Key Stage 2. The after school Library Club gives pupils the opportunity to talk about books and to take part in activities that benefit their reading and writing. It also makes a good contribution to the pupils' social and cultural development.
97. The standard of writing is in line with national expectations at the end of Key Stage 1. By the end of Year 2, the most able pupils write at length when retelling stories or writing their own. They show a good sense of punctuation, and are keen to use speech marks to denote direct speech. Most pupils have a secure grasp of how to structure a sentence, although lower attainers use only simple vocabulary and ideas in their work. The range of ability in Key Stage 1 is wide, but pupils of all abilities make good progress in this aspect of their English work. Standards of handwriting are satisfactory throughout the key stage, although pupils do not always consistently use their best writing when working in other subjects.
98. By the end of Key Stage 2, pupils' attainment is below expectations. Although some pupils attain the higher levels in their work, the overall picture is depressed by the relatively high number of pupils who are working at a level lower than that expected for their age. The highest attaining pupils write at length and sequence their ideas well. However, lower attaining pupils, have difficulty in sustaining their ideas, and often their work is incomplete. Recent work involving the pupils in using persuasive arguments to discuss the merits of wearing school uniform shows a wide spread of ability, with the work of the highest attainers showing a good grasp of the notion of presenting a well reasoned argument. Average and higher attaining Key Stage 2 pupils are often confident when writing imaginative text, and try hard to bring their writing to life, by using adventurous vocabulary, for example, when referring to a lifeguard who makes a 'dramatic attempt' at a rescue.
99. The quality of teaching and learning is good overall, and in the main pupils make good progress overall. Teachers have a good subject knowledge which enables them to present activities and new learning in a confident and enthusiastic manner. Lessons are well planned and where the best teaching occurs, resources are used well to enhance and enliven the pupils' learning. In most lessons, teachers share the purpose of the lesson with the pupils, and this gives pupils a good idea of what is expected of them, and an opportunity to evaluate their own learning. However, this good practice is not consistent across the school. A strength of teaching, especially in Key Stage 2, is

the way in which teachers encourage pupils to use laptops to support their learning. A very good example of this was seen during the inspection in a Year 6 literacy lesson when pupils used the laptop computers to highlight different types of conjunctions in different colours. This activity was successful not only in improving literacy skills, but also in enabling the pupils to use and apply previously learned information and communication technology skills. Teachers throughout the school overcome the poor accommodation with good levels of humour, and work well within the constraints of their classrooms. Most carpeted areas are too small, and this makes it difficult for teachers to bring pupils together for class discussions at the start and end of lessons. There are some good cross curricular links in some classes, where pupils use their literacy skills to write, for example, an account of a Victorian day, or to report information about the Ancient Greeks. Most pupils have good attitudes to work, but a small number of pupils, who lack self-discipline, spoil the lessons for others. Where pupils have opportunities to work with partners, they often work very well together, sharing ideas, and concentrating well on the task in hand. Most pupils complete homework tasks conscientiously, but do not always take enough care with the presentation of their written work.

100. The co-ordinator provides dynamic and very good leadership for the subject and has a very clear idea of what needs to be done if standards are to continue to rise. The current school focus of raising standards in writing is appropriate, and is already starting to have an impact, especially in Key Stage 1. The school has good systems in place for monitoring and tracking the pupils' progress and attainment as they move through the school, and the good analysis of test results helps the school to pinpoint areas of relative strength and weakness in the pupils' learning. However, although pupils with special educational needs are quickly identified and given the necessary additional support, the school does not yet identify those pupils who may be gifted and talented to ensure that they are fully challenged and extended in their learning. Pupils benefit from regular access to the community library which is housed in the school, but their learning is adversely affected on occasion by the poor accommodation which leads to cramped working conditions. There are enough good quality learning resources to support teaching and learning, and they are used well by the most effective teachers. English makes a good contribution to the pupils' social and moral development as they consider stories and texts with moral issues, although even more could be done to promote spiritual and cultural development through literature. Overall, the school has made satisfactory progress in developing English since the last inspection, and because of the full commitment of the staff, is well placed for further and continued development.

MATHEMATICS

101. On the basis of the 2002 end of Key Stage 1 National Curriculum test results, pupils' attainment is below the national average, but average in comparison with similar schools. On the basis of the end of Key Stage 2 test results for 2002, pupils' attainment is well below the national average and well below average in comparison with similar schools. The test results paint a lower picture than the inspection findings, which indicate that standards at the end of Key Stage 1 are in line with national expectations, and standards at the end of Key Stage 2 are just below national expectations. This discrepancy is due to differences in the natural ability of the groups of pupils taking the tests. The 2002 end of Key Stage 2 group contained a higher than average percentage of pupils with special educational needs and levels of pupil mobility were high in that group. Pupils of all abilities make satisfactory progress overall.

102. Good progress has been made since the last inspection in developing the curriculum and in improving standards, although there is still more work to be done. The National Numeracy Strategy has been fully implemented in all classes, and this is giving lessons a clear structure and is ensuring good levels of progression between year groups. The school caters well for pupils with special educational needs, and lower attaining pupils, and uses assessment well to target pupils for additional support through booster classes, and 'Springboard' activities. The school identifies pupils who are gifted and talented, and has developed some effective links with a local secondary school. A few Year 6 pupils visit the secondary school for extended work in mathematics throughout the year, and in addition to providing good levels of challenge, this opportunity prepares them well socially for their transfer to secondary education.
103. By the end of Key Stage 1, pupils have a satisfactory understanding of number. The range of ability within the Year 2 group is wide, with higher attainers confidently handling numbers larger than one hundred, and lower attainers working only with numbers between one and twenty. Pupils of all abilities learn a good range of strategies to help them make mental calculations, and regular work linked to pattern in number, helps them to move forwards and backwards with good levels of confidence in twos, fives and tens. Most pupils are more secure when counting forwards than when counting backwards, and teachers are aware of this and offer plenty of opportunities to strengthen pupils' learning in this aspect of their work. Higher attaining pupils have a good understanding of how to double and halve numbers, although most of the lower attainers find this concept difficult. Most pupils understand the difference between odd and even numbers, but few pupils use this information to check the reasonableness of their answers. By the end of the key stage, although higher and average attainers have a secure grasp of fractions of whole numbers and of shapes, including one half, one third and one quarter, lower attainers struggle with fractions other than one half. By the end of Key Stage 1 pupils are beginning to identify the best strategy to solve number problems, although most need a great deal of support from their teachers to decode word problems.
104. By the end of Key Stage 1, pupils attain satisfactory standards in their work in space, shape and measure. They understand the difference between standard and non-standard units of measurement, although there are too few opportunities for the higher attaining pupils to extend this learning by reading from a range of scales. Year 2 pupils have a good understanding of the properties of two and three dimensional shapes, and demonstrated this in a lesson seen during the inspection, when they guessed the name of a shape from information provided by the teacher relating to the number of corners, edges and faces. Through their work using the programmable floor robot, pupils have gained a good understanding of a right angle as a measure of turn. Most pupils draw simple bar charts with support, and extract simple information from a pictogram.
105. By the end of Key Stage 2, average and higher attaining pupils have a satisfactory understanding and knowledge of number, but some of the lower attaining pupils are working at a very low level, and the overall attainment is therefore below national expectations. Higher attaining Key Stage 2 pupils respond well to number activities, and are keen to respond to challenging questions. However, lower attaining pupils often lack confidence in their learning and need a great deal of adult support. In addition, they often need mathematical equipment to model 'sums', and have difficulty in coping with mental mathematics. As in Key Stage 1, the spread of ability is wide, with the highest attainers confidently working with large numbers and demonstrating a good understanding of place value. Higher attainers know a good range of strategies for checking the reasonableness of their answers, and 'round' numbers up and down to provide a simple method of estimating. For example, pupils know that four times

forty nine will be slightly less than four times fifty. Most pupils have an understanding of the relationship between decimals, fractions and percentages, but the lowest attainers have difficulty in working out more complex equivalents, such as converting two fifths to a percentage and decimal. Few pupils have a sufficiently secure grasp of the notion of ratio and proportion, although most are confident when describing probability in terms of events that are likely to happen, unlikely to happen, or impossible. Key Stage 2 pupils do not have enough opportunities to solve word problems and this is a relatively weaker area of their learning. When given word problems, only the highest attainers are able to work independently.

106. By the end of Key Stage 2, pupils' attainment in shape space and measure is below national expectations overall because only a few pupils are working at a higher level than expected in this aspect of their work, and lower attainers are working at a much lower level than expected. Higher attaining Key Stage 2 pupils measure accurately when drawing triangles. They confidently and accurately name the different types of triangles, and know how to reflect and rotate congruent triangles. These same pupils estimate angles well and measure them accurately. Lower attainers sometimes have difficulty in carrying out measurements using protractors, and are insufficiently precise in their estimations of size of angles. Most pupils across the ability range are aware of the properties of two and three dimensional shapes, and know the different lines of symmetry. Some good cross-curricular links were seen during the inspection, in a Year 3/Year 4 art and design lesson where pupils rotated shapes to create a repeating pattern. This activity was very successful in reinforcing the pupils' learning of rotational symmetry. By the end of the key stage pupils plot co-ordinates accurately, and draw line graphs which they use well to interpret information.
107. The quality of teaching is good throughout the school and this is having a positive impact on the pupils' progress, and on the standards they attain. However, although the quality of pupils' learning is satisfactory, most lower and average attaining pupils lack confidence and have difficulty in working independently, especially when solving word problems. Teachers throughout the school use questions well to check the pupils' understanding and to extend the higher attainers. Teachers manage pupils well, and use praise and encouragement to boost the pupils' self esteem and confidence. Lessons usually move at a good pace and this is effective in keeping the pupils' attention. Where the best teaching occurs, teachers share learning objectives with the pupils, and this helps them to gain an awareness of the extent of their learning. Teachers have a good subject knowledge which means that they present topics with good levels of enthusiasm and confidence. The ongoing development of mathematical vocabulary is a constant priority, and teachers encourage pupils to use and practise new vocabulary so that their explanations are precise and concise. Most teachers provide a satisfactory range of opportunities for pupils to use and apply their mathematical skills in other subjects. In some Key Stage 1 classes worksheets are overused as a means of recording, and this means that pupils do not have enough opportunities to set their work out in their own way. When learning support assistants are in class, they are used well to give additional support to individual pupils and groups of pupils, but the level of support is currently low. Teachers plan work well to meet the needs of lower and average attaining pupils, but do not always provide enough challenge for the very highest attainers. Most pupils have positive attitudes to mathematics, and are keen to answer questions, and to rise to their teachers' challenges. However, a small number of pupils lack self-discipline and concentration, and sometimes disturb the work of their classmates. When lessons are especially challenging and really capture the pupils' attention, they respond with high levels of enthusiasm and perseverance, and work very well together in small groups. Although all work is marked, this is a weaker area of teaching, as pupils are not always told how

they could improve their work further. Satisfactory use is made of homework to extend the pupils' learning.

108. The co-ordinator provides good leadership and management for the subject, and has a good overview of mathematics across the school. Although the headteacher and advisors from the LEA have observed lessons, the co-ordinator has not yet had any opportunity to observe lessons or to look at pupils' work. Such opportunities would ensure that the co-ordinator is able to target support more effectively in the drive to raise standards. Assessment data is used well to set targets, and for identifying groups of pupils for intensive programmes such as the Springboard programmes. The good analysis of end of key stage national test results highlights strengths and weaknesses in teaching and learning and focuses school development. Resources for the subject are satisfactory, and are used well by teachers and pupils. The development of information technology to support pupils' learning in mathematics has been identified as a priority, along with the need to provide more problem solving activities for pupils in both key stages. The co-ordinator runs a popular weekly number club, and is supported by the governor who has responsibility for mathematics. Curriculum evenings to inform parents about mathematics have been offered, but the take-up of such invitations is often low. There are some good opportunities to extend pupils' social development as they work in pairs and small groups.

SCIENCE

109. The 2002 end of Key Stage 1 teacher assessments for science show that pupils' attainment is above the national average. This is confirmed by the inspection findings which paint a similar picture. The 2002 end of Key Stage 2 test results show that pupils' attainment is well below the national average, and well below average in comparison with similar schools. The inspection findings indicate that standards at the end of Key Stage 2 are below the national average. The 2002 test results are lower than the inspection findings because the group of pupils entered for the tests contained a high proportion of pupils with special educational needs, and these pupils did not attain the expected level. Key Stage 1 pupils of all abilities make good progress overall, both in their understanding and knowledge of the subject. In Key Stage 2, although pupils make satisfactory progress in terms of their scientific knowledge, their progress is unsatisfactory overall, because they do not have enough practical investigational experiences, and lack the necessary independence to set up their own experiments and investigations. The lack of suitable accommodation presents an ongoing problem for staff, and makes it very difficult for them to organise practical activities. Currently, because of the additional time that has been allocated to mathematics and English over the past few years, not enough time is given to science in Key Stage 2, and this means that activities are sometimes rushed, and pupils do not have the time to follow up and explore their own ideas. Pupils with special educational needs are well supported by their teachers, and support staff when they are available. Standards are broadly the same as they were at the time of the last inspection in both key stages.
110. By the end of Key Stage 1, most pupils have a secure grasp of what constitutes a fair test, and make sensible predictions based on their previous learning. Pupils observe carefully, and record their work methodically. However, there are occasions when worksheets are used too much for recording, and this prevents higher attaining pupils from developing their literacy skills by recording independent accounts of their work. Most pupils talk knowledgeably about their work in science, and have a good grasp of scientific language. In Key Stage 2, pupils do not have enough opportunities to carry out investigations, and this is the main weakness in their science work. Few pupils

have a sufficiently secure grasp of scientific vocabulary, and this makes it difficult for them to explain their ideas clearly and succinctly. Pupils are not confident about setting up their own investigations or about devising hypotheses that they can test. Pupils record their ideas in a variety of ways, but some of the recording tasks are not sufficiently demanding for the highest attainers. There are times when teachers provide too much information for the pupils, and this limits the opportunities for them to find things out for themselves.

111. By the end of Key Stage 1, pupils have a good knowledge and understanding of living things. They are keen to explain the differences between things that were living but which are now dead, and those that have never been alive. Pupils understand that different life forms have different living conditions, but that there are some basic needs, such as warmth, light and water that are requirements of all living things. Most pupils understand the impact of exercise on the human body, and know that maintaining a healthy lifestyle is important for their personal well-being. By the end of Key Stage 2, pupils' knowledge of living things is satisfactory overall, although most pupils lack the necessary vocabulary to express their ideas, and there are weaknesses in their knowledge of the main systems of the human body, such as the digestive, circulatory and respiratory systems. Most pupils have a satisfactory knowledge of food chains, but need prompting to recall key words such as 'predator', 'consumer' and 'prey'. Pupils have a satisfactory understanding of micro-organisms and a good understanding of the dangers of the abuse of alcohol and drugs.
112. By the end of Key Stage 1, pupils have had good experience of working with and exploring a range of materials, and effectively describe the properties of materials such as wood, plastic, glass and rubber. Pupils have carried out investigations to find out whether materials are waterproof, and they make sensible predictions about how materials might be changed by heating and cooling, based on their previous learning. Most pupils have a good appreciation of the difference between permanent and reversible changes. More able pupils confidently classify materials according to whether they are manmade or natural, and understand that the properties of given materials often determine their usage. By the end of Key Stage 2, most pupils have a satisfactory knowledge of materials and their properties, but as with other aspects of their science work, they lack the necessary vocabulary to enable them to explain their findings and ideas. Higher attainers talk confidently about the features of solids, gases and liquids and describe how some materials can change from one state to another. For example, they explain that ice can be changed to water, and that water can be changed to steam. However, most pupils struggle with terms such as condensation and evaporation when giving such explanations. Pupils are not confident when asked how they might separate different materials, such as rice and salt, and lack the practical experience of solving such problems.
113. Although by the end of Key Stage 1, most pupils have a satisfactory knowledge of physical processes, this is a relatively weaker area of their learning. Pupils have constructed simple electrical circuits using bulbs, batteries and leads, and more able pupils are able to predict the effect of powering two bulbs from one battery, instead of one bulb. Most pupils have a satisfactory understanding of forces in terms of 'pushes' and 'pulls', but are less certain when asked to describe what would happen to the shape of a ball of dough or plasticene if it was dropped from a given height. Pupils understand the impact of making the incline of a ramp steeper, in terms of increasing the speed of toy cars travelling down the ramp, but have difficulty in explaining how friction can prevent the smooth movement of objects. By the end of Key Stage 2, pupils' knowledge of physical processes is below the expected level. Pupils have only a limited knowledge and understanding of the earth and beyond, and there is some confusion when pupils are asked to explain the relationship between the earth, the sun

and the moon. Not all pupils are confident about explaining the passage of night and day, and some pupils do not realise that the earth spins on its own axis. Pupils make satisfactory progress in their understanding of electricity, and by the end of the key stage complete circuit diagrams using conventional symbols. However, very few pupils are working at a higher level than expected in this aspect of their work, and most pupils have no knowledge of more complex circuits, such as series and parallel circuits. Most pupils understand that gravity and air-resistance are forces, and higher attainers talk confidently about the effect of two equal forces meeting.

114. The teaching of science is good in Key Stage 1, and satisfactory in Key Stage 2. Teachers in both key stages are committed to teaching the subject, but in Key Stage 2, there is too little time to give to practical activities, and this is having an adverse impact on the pupils' progress and attainment. This is mainly because of the constraints of the accommodation. Teachers have a secure knowledge of the subject, and constantly reinforce and extend the pupils' vocabulary. Pupils are well managed in both key stages, but in some classes, there is a small but challenging group of pupils who lack self-discipline, especially when working on practical tasks. In lessons where support staff are present, activities run very smoothly, and the additional adult support has a very positive impact on pupils' learning. Most pupils respond well to science lessons and show good levels of interest. Throughout the school pupils work well with one another, especially when teaching is at its best, and pupils are encouraged to develop independent learning skills. There are some good opportunities for pupils to use literacy and numeracy skills to support their learning. Some good use is also made of computers for recording purposes, but even more use could be made of computers as an aid to learning, especially in Key Stage 1. In both key stages, teachers use a good range of teaching strategies to capture and maintain the pupils' concentration. Often learning objectives are shared with pupils, and revisited at the end of a lesson so that pupils have a measure of their learning. Teachers' expectations are especially high in Key Stage 1, but not always high enough in KS2, especially in terms of the pupils carrying out their own investigations. There are weaknesses in the quality of marking throughout the school, and comments, although effective in raising the pupils' self-esteem, do not always highlight how pupils can improve the standard of their work further. Satisfactory use is made of homework to extend the pupils' learning, but some of the tasks could be more exciting and challenging.
115. At the time of the inspection the substantive co-ordinator for the subject was absent. The current leadership and management of the subject by the 'caretaking' co-ordinator is very effective, and he has a clear idea of what needs to be done to raise standards at the end of Key Stage 2. The subject action plan identifies the urgent need to purchase better resources, including a commercial scheme of work, and the co-ordinator recognises the need to increase the amount of time given to the subject in Key Stage 2. Teachers cope well with the significant constraints of the accommodation, but must continue in their efforts to provide good quality practical opportunities for the pupils to learn through first-hand experience. Teachers make informal assessments of the pupils' progress and attainment, but the lack of good quality whole-school systems and procedures is a weakness that needs to be addressed if standards are to be raised. Currently it is difficult for staff to track and monitor the progress and attainment of individual pupils and to identify strengths and weaknesses in teaching and learning. The co-ordinator has not had the opportunity to monitor teaching and learning through classroom observation, or through the scrutiny of pupils' work, and this is a proposed area of future development. Because of the hard-work and commitment of the staff and the co-ordinator, the school is well placed to bring about improvements in the subject.

ART AND DESIGN

116. By the end of Key Stage 1, pupils' attainment in art and design is above national expectations, and their attainment at the end of Key Stage 2 is in line with national expectations. Satisfactory progress has been made since the last inspection, and standards are broadly the same as they were at that time. Key Stage 1 pupils of all abilities make good progress as they move through the key stage, and benefit from taking part in a wide range of activities that enable them to learn and acquire the necessary skills, knowledge and understanding. In Key Stage 2, although pupils of all abilities make satisfactory progress, not enough time is given to the subject, and therefore pupils do not make as much progress as they might. The poor accommodation places severe constraints on teachers, and makes it very difficult for them to organise practical art and design activities.
117. By the end of Key Stage 1, pupils mix colours successfully, and know that primary colours can be combined to create secondary colours. Most pupils recognise that by altering the shade or tone of a colour they can achieve quite different effects in their work. Some of the pupils' art work is linked to other subjects, such as when the pupils used chalks, pastels, collage and simple painting techniques to produce illustrations of minibeasts. Pupils make good progress in their drawing, and some of the observational drawings of fruits and flowers show good attention to detail and are of good quality. Most pupils understand that pencils are of different grades, and through basic mark-making activities have learned how shading can create an effect of texture. Pupils' knowledge of the work of famous artists is a relatively weaker area of their learning, but is satisfactory overall. Pupils often have difficulty in recalling their previous work, and have few written records to support them in this. As part of their studies of the work of the artist Seurat, pupils have produced their own pointillism pictures. They have also produced very good quality work in the style of Linda Fay Powell. Good use is made of planned visits to places such as Nottingham Castle to see art in different forms and from different eras, and these visits do much to enhance the pupils' cultural and social development. Subsequent lessons are well used to provide pupils with time to replicate the work they have seen. A good example of this is the 'pargeting' work they undertook, based on ornamental wall patterns they had observed in the castle. Where the best teaching occurs, pupils are encouraged to be creative and imaginative in their work, and most have good levels of confidence in developing their own ideas.
118. By the end of Key Stage 2, pupils produce good quality drawings of people in action using pencils, and most pupils show a good appreciation of the techniques that can be used to show movement. Pupils draw still life arrangements using pencil crayons, and higher attainers show a good sense of perspective in this work. Not all Key Stage 2 pupils have sketchbooks to practise their skills. Those who do, use them effectively to draft their ideas and to explore the different effects that can be created using media, such as paint, chalk and pastels. Pupils have a satisfactory appreciation of colour as they create colour palettes and examine the use of colour in Victorian art based on their studies in history. Some good standards have been achieved when the pupils used similar styles as Victorian artists to design advertising posters and to produce observational drawings and paintings using a sepia wash. Pupils' knowledge of the work of well-known artists and craftspeople is a weaker aspect of their learning, and pupils have too little opportunity to examine the work of various artists or to adapt the styles for use in their own work. In discussion, pupils have difficulty in describing the individual styles of the artists they have studied, and most are unable to link well-known works of art with the artists who created them. Currently there are too few opportunities for pupils to explore art through textiles and modelling. Year 3/Year 4 pupils have recently made effective use of a paint programme to create their own

repeated patterns, but even more use could be made of computers for art and design work.

119. The quality of teaching is good in Key Stage 1, and satisfactory in Key Stage 2, where the range of learning opportunities is more restricted. However, whilst there are strengths in the teaching of some aspects of art and design in both key stages, a shared weakness is the lack of emphasis placed on pupils' learning about the work and styles of well-known artists and craftspeople, from both the Western and non-Western traditions. Despite the considerable constraints of the accommodation, teachers organise lessons well, and where the best teaching occurs, they provide a good range of opportunities that effectively promote the pupils' creativity. In these lessons pupils are encouraged to make choices and decisions about their work, and this promotes good levels of independence. The pupils' work is valued, and where space allows, is attractively displayed. This practice is very effective in raising the self-esteem of those pupils who lack confidence. Links with other subjects are often good. For example, in a lesson seen during the inspection, pupils explored patterns using the shapes of Viking artefacts as the basis for this work. Teachers provide a good range of painting and drawing activities in both key stages, and generally show good levels of knowledge as they make suggestions to the pupils about how they can improve their work further. In the most effective lessons, pupils are encouraged to evaluate their own work, and that of their classmates, and this practice helps them to gain an understanding of their learning. Most pupils have good attitudes to the subject, and generally behave appropriately in lessons. However, whilst some pupils put a good deal of effort into their work, a few pupils in most classes do not try hard enough, despite the encouragement of their teachers. Pupils of all abilities are always ready to share resources and to help one another. Where sketchbooks are regularly used to support the pupils in their learning, pupils have good opportunities to practise skills and techniques, prior to completing a given task. However this good practice is not consistent throughout the school. Currently not enough use is made of homework to support the pupils' learning, and this means that there are missed opportunities for the pupils to practise newly acquired skills.
120. The leadership and management of art and design are satisfactory overall, although the monitoring role of the co-ordinator has not been developed sufficiently. Whilst the curriculum is good in Key Stage 1, in Key Stage 2 the breadth of experiences enjoyed by the pupils is too limited. Although teachers make ongoing informal assessments of the pupils' progress and attainment, there are no formal assessment systems in place, and this makes it difficult for teachers to accurately highlight strengths and weaknesses in the pupils' learning. There are enough basic resources for the subject, but there are shortages of specialist materials for tie dyeing, batik, and screen printing, for example. The accommodation has a negative impact on the pupils' learning, and constrains the range of activities that can be offered to the pupils.

DESIGN AND TECHNOLOGY

121. Pupils' attainment is in line with national expectations at the end of Key Stage 1 but is below national expectations at the end of key Stage 2. All pupils in Key Stage 1, including those with special educational needs, make satisfactory progress as they move through the Key Stage. Pupils in Key Stage 2 make satisfactory progress within the narrow range of experiences they encounter, but insufficient time is devoted to the subject this adversely impacts on their long-term progress. Whilst standards in Key Stage 1 have been maintained since the time of the previous inspection, those in Key Stage 2 have fallen.

122. In Key Stage 1 pupils develop their basic designing and making skills in a progressive manner gaining experience in using tools, paints and glues with accuracy. As part of their experience of materials they also work with clay and during the course of the inspection were observed making clay heads for 'rod' puppets that they had designed after examining a Javanese 'rod' puppet. Pupils are confident about making plans to guide their work, although they do not always take sufficient account of these plans when they actually embark upon the making process. By the end of the key stage, pupils understand how to make moving parts, by using an axle, or by using split pins to allow the movement of jointed limbs, for example. Pupils know that designs can be modified at the production stage in order to produce the desired outcomes, and are clear about the changes they have made when evaluating their finished products against the initial designs.
123. In Key Stage 2, the school has adopted some of the units of study suggested within the national guidance for the subject. However, because insufficient time is given to the subject, pupils do not have enough opportunities to acquire knowledge and understanding, and practise the necessary range of skills. Pupils' experience of materials is very limited and they have too few opportunities to work with resistant materials such as wood and plastic. Pupils do not have enough experience of planning their work in detail, or of evaluating the finished products in the light of their original designs. Pupils have too few opportunities to use tools such as drills and saws, and their knowledge of how to join materials other than paper and card is poor. The gaps between design and technology activities are too long, and this means that the pupils' recall of their previous learning is very limited. There are some effective links with others subjects, such as when pupils make masks in the style of the Ancient Greeks. Too little use is made of information and communication technology to support pupils' learning in design and technology, and pupils are not fully aware of the scope of computers in the designing process.
124. The quality of teaching in Key Stage 1 is good, and within the limited range of activities offered at Key Stage 2, the teaching is satisfactory. However, there are significant weaknesses in the curriculum at Key Stage 2 which adversely impact upon the pupils' progress and attainment. Pupils work with a range of tools and materials at Key Stage 1, but in Key Stage 2, teachers are not always sufficiently ambitious in the topics they select, and this means that pupils do not work with a sufficiently broad range of tools or materials. The poor accommodation, and the lack of a suitable area, makes it difficult for teachers to provide good opportunities for pupils in either key stage to carry out food technology activities. Pupils enjoy design and technology lessons and are positive in their responses. They willingly share equipment and ideas, and mostly cope well with the cramped working conditions. Teachers encourage pupils to use subject specific vocabulary when evaluating and comparing designs, but do not provide enough opportunities for older pupils to record and evaluate the outcomes of their making activities. Teachers' subject knowledge is secure, and where the best teaching occurs, creativity is promoted and celebrated. The use of computers to support teaching and learning is an ongoing area for development within the school. Very little use is made of homework to extend the pupils' learning.
125. The co-ordinator provides satisfactory leadership for the subject. She recognises the need to ensure that more time is given to the subject, especially in Key Stage 2. Her monitoring role is under-developed, and she has not yet had the opportunity to monitor teaching and learning through classroom observation or the scrutiny of pupils' work. The co-ordinator has a good subject knowledge, and provides good support for colleagues. She has also linked the school with a company producing educational materials that are trialled in the school. This means that the school benefits from additional learning resources. Currently there is no school-wide programme of

assessment in design and technology, and pupils do not have enough opportunities to evaluate their own progress and attainment. Assessment is the responsibility of individual teachers, and this means that there is not a clear picture of the progress made by pupils as they move through the school. Resources for design and technology are good, but underused. The poor accommodation has a significant and adverse impact on the quality of teaching and learning. Some classrooms are too small for the whole class to carry out practical activities in a safe way, and the unusual shape of some classrooms makes it difficult for teachers to maintain an overview of all pupils at all times. The subject makes a good contribution to the pupils' spiritual, moral, social and cultural development as they work co-operatively together, sharing resources, and helping one another with difficult aspects of the making process.

GEOGRAPHY

126. Pupils' attainment is below national expectations at the end of both Key Stage 1 and Key Stage 2, and standards have declined since the time of the last inspection. The school has devoted much of its time over the last few years to raising standards in English and mathematics, and as a result, insufficient time has been given to geography. This means that the National Curriculum programmes of study are not covered in enough depth or breadth. Although pupils of all ages and abilities make satisfactory progress in the topics they cover, the subject is taught in termly blocks, for one term of the year only, and their progress over time is therefore unsatisfactory. These long gaps between topics have an adverse impact on the pupils' learning, and most pupils in both key stages have difficulty in recalling their previous work. There are some opportunities in the intervening terms for pupils to look at aspects of geography through cross-curricular topics, but these activities do not do enough to ensure the progressive development of geographical skills, knowledge and understanding.
127. By the end of Key Stage 1, pupils have a satisfactory knowledge of their immediate locality. They describe different types of houses and key landmarks such as public houses and shops. Most pupils make a distinction between manmade and natural geographical features. Pupils have studied the imaginary Isle of Struay, and draw simple comparisons between life on the island, and life in Edgewood. Pupils have only limited experience of drawing and interpreting maps, and their skills of research are limited.
128. By the end of Key Stage 2, pupils' geographical knowledge and skills are weak. Although pupils have developed their understanding of different localities, by comparing their local area with rural life in Kenya, most have great difficulty in explaining the differences and similarities they observe. Pupils lack the necessary geographical vocabulary to explain their ideas. For example, when describing their work about rivers, pupils do not readily draw on key vocabulary such as 'erosion', 'meander', 'river-bed' and 'source'. Although pupils have opportunities to work with maps, they recall little of this work, and few pupils are working at the expected level. Pupils have a weak knowledge of places, and have difficulty in identifying cities, countries and continents by name.
129. The quality of teaching and learning is satisfactory within the small range of work covered. However, in both key stages, there are not enough opportunities for the pupils to make written records of the work they have covered and this makes it difficult for them to draw on their previous learning. Pupils have satisfactory attitudes to the subject, but do not always take enough care with the presentation of their written work. Teachers make good use of visits to places of local interest, such as the Key Stage 2 visit to 'Carsington Water' which enhances the pupils' understanding of rivers, and

good use is made of the local area in Key Stage 1. In some classes there is an overuse of worksheets for recording, and these constrain the pupils' creativity, and reduce the opportunities for pupils to develop and practise their literacy skills. Currently too little use is made of homework and information and communication technology to enhance and extend the pupils' learning.

130. The subject has very recently been taken over by an enthusiastic and hard-working co-ordinator who has a clear understanding of how to raise standards, and of how to develop the curriculum. However, there are inherited weaknesses in the leadership and management of the subject which need to be addressed if standards are to improve, and therefore, overall, leadership and management are unsatisfactory. Not enough has been done to maintain the status of the subject over the past few years, or to ensure that it has enough curriculum time. Currently the role of the subject co-ordinator in monitoring teaching and learning through classroom observation and the scrutiny of pupils' work is underdeveloped, and this is a proposed area of development within the school. Although teachers carry out informal assessments of pupils' progress and attainment, there are no formal systems and procedures, and this makes it difficult for teachers and the co-ordinator to track and monitor the pupils' attainment and progress. Resources for the subject are satisfactory, and the school is building up appropriate software for the computers so that information and communication technology can play a more integral role in the pupils' learning. The subject makes a satisfactory contribution to the pupils' social and cultural development, although even more could be done to raise the pupils' awareness of the lifestyles and traditions of people from other cultures.

HISTORY

131. Pupils' attainment is below national expectations at the end of both Key Stage 1 and Key Stage 2, and standards have declined since the time of the last inspection. Because the focus over the past few years has been to raise standards in English and mathematics, insufficient time has been given to history. The National Curriculum programmes of study are currently not covered in enough depth or breadth. Although pupils of all ages and abilities make satisfactory progress in terms of the activities they undertake, their progress over time is unsatisfactory. Long gaps between topics have an adverse impact on the pupils' learning, and most pupils in both key stages have difficulty in recalling their previous work.
132. By the end of Key Stage 1, pupils have a satisfactory understanding of some of the differences between the past and the present, through their studies of old toys. They have compared old toys with those of today, and most pupils have grasped the idea that changes in toys are the result of advanced technology, and a greater choice of manufacturing materials. Some effective research is promoted through this activity as pupils are asked to complete a questionnaire with their parents and grandparents so that changes across the generations can be observed. Pupils study Florence Nightingale in some depth, and respond with empathy to the plight of the patients she tended. This topic is very effective in promoting the pupils' personal and social development as they learn about her kindness and dedication. However, pupils have difficulty in recalling other famous people or events from the past. Most pupils have a weak sense of chronology, mainly because they do not study historical topics in enough depth.
133. By the end of Key Stage 2, pupils' attainment continues to be below the national expectation, and although pupils make satisfactory progress within the limited range of topics they study, their overall progress is unsatisfactory, and they do not have enough

opportunities to practise and develop important historical skills. Year 3/Year 4 pupils are currently studying the Vikings, and because of exciting teaching which brings the subject to life, have a good idea of how life was in Viking times. Some good links have been forged with art and design where pupils have used the shape of Viking ships and spears to create repeating patterns, and their research into these shapes has strengthened their historical understanding. Towards the end of Key Stage 2, pupils study the Ancient Greeks, and Year 5 pupils have a good recall of the work they have already covered. The pupils' research into Greek plays, has a positive impact on their cultural development, as has the visit to a local museum. By the end of the key stage, although pupils' sense of chronology continues to be weak, most pupils understand the way in which history has been shaped by past events, and higher attaining pupils have an appreciation that the current affairs of today are the history of tomorrow. For most pupils the notion of cause and effect in history is not well understood, although pupils appreciate the moral dilemmas posed by events such as war.

134. Within the narrow range of experiences the pupils have, the quality of teaching and learning is satisfactory, and some very good examples of teaching were seen during the inspection. Where teaching is at its best, teachers show a lively interest in the subject themselves and this is transmitted to the pupils who in turn show good levels of motivation, and positive attitudes to their learning. In some lessons, there are good opportunities for pupils to practise their literacy skills as they record information and write historical accounts. However, in some classes, there is an overuse of worksheets which do little to advance the pupils' learning, and which constrain the creativity of the more able pupils. Most pupils have positive attitudes to the subject, and show a good level of interest in the topics they study. Where teachers encourage pupils to work independently, pupils respond well, and get on quietly and conscientiously with their allotted tasks. In a good lesson seen during the inspection, older Key Stage 2 pupils took a keen interest in the class discussion, and gained much from exploring a variety of ideas. Teachers and support staff provide good levels of additional support for pupils who have special educational needs, and most deal well with the unsatisfactory behaviour of a small number of pupils who lack self-discipline and concentration. Currently little use is made of homework to support and enhance the pupils' learning. Pupils in Key Stage 2 use computers effectively to support their historical research, and have a good awareness of the capacity of computers for storing information.
135. Overall, the leadership and management of history are unsatisfactory. The current co-ordinator is very enthusiastic, but has only recently taken responsibility for leading the development of history throughout the school. She has some very good and clear ideas about how standards can be raised, and recognises the need for the subject to be given more time so that the National Curriculum programmes of study can be covered in enough breadth and depth. Currently the role of the subject co-ordinator in monitoring teaching and learning through classroom observation and the scrutiny of pupils' work is underdeveloped, and this is a proposed area of development within the school. Formal assessment procedures for tracking and monitoring the pupils' progress and attainment have not yet been introduced, and although teachers carry out informal assessments, these are not sufficiently secure to pinpoint strengths and weaknesses in the pupils' learning. Some good use is made of educational visits to places of historical interest, and these visits, although limited, are successful in promoting the pupils' cultural development. There are enough resources to enable full curriculum delivery, although the constraints of the accommodation make it difficult for teachers to organise practical activities.

INFORMATION AND COMMUNICATION TECHNOLOGY

136. Pupils' attainment is in line with national expectations at the end of Key Stage 1, and below national expectations at the end of Key Stage 2. The school has made good progress since the last inspection in improving the provision for information and communication technology, and in developing the curriculum. Because of accommodation constraints the school has wisely invested in a bank of laptop computers which are used on a very regular basis by all classes, both to support ongoing work across the curriculum, and for the development of specific information and communication technology skills. Pupils of all abilities make good progress overall, especially in terms of their understanding of how information and communication technology can support their learning. Although standards are below expectations currently for the Year 6 pupils, this is because of resource shortages, which have recently been addressed.
137. By the end of Key Stage 1, pupils confidently use computers for word-processing. They know how to alter the size and style of fonts, and most independently save their work to disk, or print copies. During the inspection, Year 1 and Year 2 pupils used the laptops to sort out jumbled words. They mostly have good control of the 'roller-ball' which moves the cursor, and know how the space bar is used to separate words and letters. Most Key Stage 1 pupils have had experience of using the 'Roamer', a programmable floor robot, and know that it needs to be programmed to move in different directions and to make turns. Most pupils have a secure appreciation of the wider use of computers in the world in which they live, and know for example how technology is used in locations such as the supermarket, the doctor's surgery or the library.
138. As they move through Key Stage 2, pupils continue to make good progress in their learning, with the exception of the aspect of control technology, where pupils have not had a great deal of experience because of software shortages. There is a good combination of opportunities for pupils to learn new skills and for them to use and apply existing skills. For example, in a literacy lesson seen during the inspection, a group of Year 6 pupils used laptops to support their literacy work, and highlighted different types of connectives using different colours. In their word-processing work, pupils show good control of the 'roller-ball', and make good use of editing tools, such as the 'spell-checker'. Most pupils confidently change the size and colour of the font they are using and know how to import graphics into their text work. Year 6 pupils recently evaluated a short 'powerpoint' presentation, and then proceeded to further enhance the quality of their work by incorporating their ideas for improvement. In the lower part of Key Stage 2, pupils have good opportunities to use paint programmes to support their work about repeated patterns. They have experimented with different colours and patterns, in the style of William Morris, and have gained a good appreciation of how computers can be a useful tool in the designing process. Although Key Stage 2 pupils have had experience of using computers for accessing databases, they have had little opportunity to work with spreadsheets. Pupils have a good appreciation of the capacity of computers for research, and understand the notion of electronic mail, and the Internet.
139. The teaching of information and communication technology is good overall, and teachers are keen to continue to develop their skills, knowledge and expertise. Teachers are very effective in the way in which they encourage pupils to make use of computers to support ongoing work in other subjects, and their preparation for these sessions is good. Basic information and communication technology skills are well taught, and teachers provide good levels of additional support for those pupils who find the subject more difficult than others. Most pupils have good attitudes to the subject,

and are keen to use both the laptops and the free-standing classroom computers. Where the activities are particularly relevant, they show very high levels of enthusiasm. For example, Year 3/Year 4 pupils were very keen to design a 'wanted' poster, to encourage candidates to stand for election for the school council. There are good opportunities in some classes for pupils to evaluate their work, and to make suggestions for further improvement. This practice enhances the pupils' understanding of their own learning, and has a positive impact on the standards pupils attain. There are times when pupils become over-excited in lessons, and are too noisy, but in the main, pupils behave well. Most pupils co-operate well with one another, and are keen to share ideas and expertise. Year 6 pupils play an important role in ensuring that equipment is ready for each lesson, and this opportunity has a very positive impact on their personal and social development.

140. The subject is well led and managed by a very knowledgeable co-ordinator, who has been most effective in bringing about improvements and in laying the foundations for further progress. A good start has been made in developing assessment procedures, and although there is still more work to be done, the school is now beginning to track pupils' progress and attainment. The school has identified some shortages in software, for sensing and control, and for other subjects, such as composing programmes for music, and has firm plans to purchase these items. The school has drafted an appropriate outline internet policy that conforms to the LEA guidelines. The subject makes a good contribution to the pupils' social development.

MUSIC

141. By the end of Key Stage 1 and Key Stage 2, pupils' attainment in music is in line with national expectations. Pupils of all ages and abilities are now making good progress as they move through the school because of the greater emphasis that is placed on the subject, and the good leadership that is provided by the co-ordinator. However, there are still some gaps in the pupils' learning, especially in Key Stage 2, where the pupils' experience of composing was limited until recently. The school now offers a good range of additional musical activities for Key Stage 2 pupils, which includes opportunities for pupils to learn to play instruments. The 'Music Makers' after school club is proving to be very popular, and provides good additional opportunities for pupils to compose and perform. The school has made good improvement since the last inspection.
142. Singing is good throughout the school, and pupils of all ages are keen to learn new songs. However, until the appointment of the new music co-ordinator, there were few whole-school singing opportunities, and it is only in the past year that pupils have started to sing hymns in collective acts of worship. The decision to employ an accompanist for one afternoon per week is proving to be very cost effective, and is having a positive impact on standards. Classes join together for singing sessions, and are beginning to develop a good repertoire of songs. Singing is tuneful at both key stages, and most pupils have a good sense of rhythm. However, lower attaining pupils in both key stages have some difficulty in learning new words, and a small number of pupils do not put enough effort into their singing. Many pupils of all ages and abilities show good levels of confidence, and are keen to perform solos and duets. By the end of Key Stage 2, pupils maintain parts when singing rounds, but could be even further stretched by some more adventurous two and three part songs.
143. Pupils' composing skills are at a satisfactory level at the end of both key stages, but could be even better. Until recently, pupils have not had regular experience of taking part in composing activities, and the lack of good quality tuned instruments, constrains

pupils' learning, especially in Key Stage 2, where pupils do not have enough experience of composing melodic patterns. As they move through Key Stage 1, pupils develop a good sense of rhythm, and most recognise and name a variety of percussion instruments. Pupils know and describe the sounds the instruments make, and know whether the sound is produced by striking or shaking the instrument. Key Stage 1 pupils regularly devise simple clapping patterns to accompany their singing, and are confident about copying and generating rhythmic patterns. However, pupils lack opportunities to compose their own pieces of music, and in this aspect of their work show a lack of creativity.

144. By the end of Key Stage 2, pupils understand how to compose layered rhythmic patterns by combining rhythms and emphasising different beats. During the inspection, some good work was seen when Year 6 pupils clapped rhythmic patterns, following the lead of the teacher, and were challenged to quickly respond to changes in the pattern. The pupils' knowledge was further developed when they listened critically to some Asian music which had a steady eight beat pattern. However, although pupils are confident about devising rhythmic compositions, their experience of writing melodic compositions is very limited, and in this aspect of their composing work, their attainment is below the expected level. Pupils in the lower part of Key Stage 2 are making good progress, but because of previous weaknesses in the curriculum, there are gaps in the learning of older Key Stage 2 pupils which are only now being addressed. As in Key Stage 1, there are not enough opportunities for pupils to compose and create their own pieces of music, or for them to use computers to aid their composing work.
145. Pupils throughout the school have satisfactory opportunities to listen to and appraise the work of their classmates and that of well-known composers. However, pupils rarely keep any written record of this work and their recall is often poor. Because pupils' speaking skills are weak, most pupils of all ages and abilities have difficulty in describing the style or mood of the music they hear, although their responses through dance or movement show that they have picked up its essential qualities. By the end of Key Stage 2, pupils distinguish satisfactorily between different types of instruments. For example, when listening to Asian music, pupils recognised the sitar as a string instrument although they did not know its name.
146. The quality of teaching and learning is good overall. Teachers are making good use of a commercial scheme of work to guide their planning and this is ensuring that there are good levels of progression in the pupils' learning. The practice of teaching year groups of pupils at the same time, and splitting them up for different activities, is very effective and ensures that all pupils have regular experience of all strands of the music curriculum. In addition, it makes effective use of teachers' individual expertise, and the talents of the part-time pianist who accompanies the singing activities, under the leadership of the classteachers. Pupils mostly respond well in music lessons, although there is a tendency for some to become over-excited. When working in small groups, pupils show good levels of co-operation, and abler pupils are very patient with classmates who are struggling. Teachers often have high levels of enthusiasm, and this motivates the pupils in their learning. Lessons are well planned, although teachers do not always share lesson objectives with the pupils. Little use is currently made of homework to support and extend the pupils' learning.
147. Leadership and management are satisfactory overall. The co-ordinator is relatively new to the post, but she has made a good start in raising the profile of music in the school. She has a clear plan for the future development of the subject, which includes the monitoring of teaching and learning through classroom observations, and the scrutiny of colleagues' planning. Pupils receive a broad and balanced curriculum, in

both key stages, although the time allocation is too small to enable the National Curriculum programmes of study to be covered in enough depth. The school does not have formal assessment procedures for tracking and monitoring pupils' progress and attainment as they move through the school, and this is an area of proposed development. Currently not enough use is made of information and communication technology to support teaching and learning, mainly because of a lack of suitable software. The school makes a good contribution to pupils' social development as they work together on shared projects, although even more could be done to raise their spiritual and cultural awareness by introducing them to a wider range of music for appraising. The school provides some good opportunities for pupils to develop their performing skills, and they regularly present concerts to their parents and members of the local community. The range of resources to support teaching and learning is unsatisfactory overall. There are not enough good quality tuned percussion instruments, or ethnic instruments.

PHYSICAL EDUCATION

148. Pupils' attainment is in line with national expectations at the end of both key stages. Pupils of all abilities make good progress, and take part in a wide range of activities. The school benefits from the use of the leisure facilities which occupy the same site. They include a hall, changing rooms, and a 'starter' swimming pool. Although standards are broadly the same as they were at the time of the last inspection, there has been good improvement in developing the subject, by implementing a policy and scheme of work to ensure better continuity in the pupils' learning. Resources have improved with the purchase of additional mats and large apparatus. A good amount of time is allocated to physical education activities, and the statutory curriculum is enhanced and extended by a very good range of extra-curricular activities.
149. Pupils learn to swim from an early age, and Key Stage 1 pupils make good progress as they master basic strokes, and learn how to float. Pupils' attainment by the end of Key Stage 1 is at the expected level, and a few Year 2 pupils swim at least one width of the pool confidently without floats. Most pupils are well on their way to mastering the backstroke by the end of the key stage, and because of good teaching, the pupils develop a good style. This aspect of physical education is well taught, and pupils are given good levels of confidence.
150. In Key Stage 1, pupils have a good awareness of the need to 'warm-up' before exercise and to 'cool-down' afterwards. They are aware of the effects of exercise on the body, and understand that exercise increases their heart rate. Teachers are effective in reminding pupils about health and safety matters, and the pupils take care when moving mats and other equipment and apparatus. Pupils have a good sense of space when working in the hall, and successfully manoeuvre around others when travelling in different ways and directions. Most pupils control their bodies well when carrying out forward rolls, and when landing after jumps, although their sense of balance is not always secure. Most pupils work well with partners, although on occasions a small minority of pupils do not concentrate as well when working in pairs. Pupils have some opportunities to demonstrate their work for others, but do not always have enough opportunities to evaluate their own performance or that of their classmates.
151. Key Stage 2 pupils attain the expected level in all elements of the physical education curriculum. By the end of the key stage, they have a good understanding of a range of games, including hockey and basketball, and have a good sense of working together in a team. Most pupils have good control when passing a ball, and know how to block

an opponent's moves. They show good tactical awareness and an understanding of the rules of the game. In lessons seen during the inspection, pupils followed their teachers' advice to improve their performance, and refined their movements to ensure greater accuracy when passing and throwing balls. In gymnastics, pupils balance satisfactorily on different parts of their bodies, control their movements well, and devise short sequences individually and with partners. Pupils make good use of the available floor space, and work well on apparatus. As in games, pupils make good progress by following the instructions of their teachers, and by evaluating their own work and that of their classmates. In athletics, pupils improve their skills through focused practice. In a very good lesson seen during the inspection, pupils recorded the speed or distance achieved in a range of activities, and compared their achievements with those of the previous week to measure their progress. Pupils working on a speed bounce activity showed particularly good levels of stamina and technique and made very good progress. In this particular activity, pupils' numeracy skills were effectively reinforced as they estimated the distance the ball or javelins had travelled. Pupils enjoy dance lessons, and successfully transfer their knowledge of gymnastics as they select starting movements, which they link to a jump through a travelling movement. Pupils listen carefully to the music, and respond well to the mood and rhythm.

152. The quality of teaching is good in both key stages. Teachers present very good role models and dress appropriately for physical education lessons. They demonstrate movements well for the pupils and this enhances the pupils' progress. Where the best teaching occurs, there are good opportunities for pupils to demonstrate their work and to evaluate and appraise the work of others. However, this good practice is not consistent throughout the school. In swimming, teachers of young pupils are very sensitive to the pupils' needs and give them very good levels of confidence in the water. Teachers generally manage the pupils' behaviour well, but a small number of pupils of all ages lack self-discipline and do not respond to the teachers' high expectations of behaviour. Lessons are often very well paced, especially in Key Stage 2, and this helps to maintain good levels of concentration. Most pupils are keen to take on board the suggestions of their teachers, which help them to improve their performance. Pupils generally work hard, although a small number do not put enough effort into their work. The subject is very effective in promoting social development as the pupils learn how to work as part of a team, and to observe the rules of the games. Currently little use is made of homework to support pupils' learning.
153. The co-ordinator is providing good leadership for the subject, but has only been in post for one year. The time allocation for physical education is good, and pupils enjoy taking part in a wide range of activities. There has been no monitoring of teaching and learning in the past year, and this is a planned area of development within the school. The co-ordinator has discussed resources and planning informally with staff and has used this information to draw up a broad but appropriate action plan. The co-ordinator has benefited from the school's involvement in a local sports initiative which has given him the opportunity to develop professionally and personally, and to gain a good overview of physical education within the school. The school benefits from a wide range of coaching from local teams. This supports the development of skills and teamwork, particularly in Key Stage 2. The school benefits from the joint use of the leisure centre, through access to the sports hall, changing rooms and the 'starter' swimming pool. Resources are good and accessible.

RELIGIOUS EDUCATION

154. Pupil's attainment at the end of both key stages is in line with the expectations of the Nottinghamshire Agreed Syllabus. All pupils, including those with special educational needs make satisfactory progress as they move through the school and religious education is taught regularly in all classes. There has been a significant improvement since the time of the previous inspection when standards were found to be unsatisfactory and the school was failing to fulfil its statutory obligations in the teaching of religious education. Lesson planning in both key stages reflects the content of the Locally Agreed Syllabus although planning and content are due to be modified in the light of the production of a new local syllabus.
155. Pupils in Key Stage 1 are familiar with a good range of Bible stories and also have satisfactory insights into, and knowledge of, stories from other faiths and traditions. They explain that the Bible and the Qur'an are sacred books, and that as such, they must be treated with respect and reverence. They know that holy books contain many of the rules that govern everyday life and they are aware that Jesus used stories as a way of spreading His message. Teachers effectively use books and artefacts in ways that stimulate the interest of the pupils, and which actively promote the pupils' skills of enquiry. Good links have been established with the local churches, and ministers of religion from the Christian denominations in the area are frequent visitors to the school. Pupils have less opportunity for direct contact with representatives of other faiths and too few opportunities for visiting different places of worship.
156. By the end of Key Stage 2 pupils are able to address a range of religious and moral issues, that draw effectively on their prior knowledge and experience. For example, during the inspection, pupils in a Year 4/Year 5 class were observed playing a choices game that involved answering questions on Islam as well as following the correct path by making moral choices. Most pupils have a good appreciation of the different places and forms of worship to be found in the United Kingdom, but they do not have sufficient opportunities for visiting centres of other faiths. Pupils know some of the main Christian and Islam celebrations, and draw clear comparison between the two faiths. They recognise similarities such as the 'ten commandments' and the 'five pillars of Islam', and understand that for both faiths there is only one God. Pupils are keen to talk about their work, but their written records are sometimes unsatisfactory in terms of both quantity and quality.
157. Teaching in both key stages is satisfactory and reflects the requirements of the Locally Agreed Syllabus. Teachers use resources effectively and maintain pupils' levels of interest in the lessons. Lessons generally move at a good pace, and this holds the pupils' attention. Teachers have a secure subject knowledge and present activities with good levels of confidence. Where the best teaching occurs, resources are used well to enliven teaching and learning, and to illustrate important teaching points. In a very good lesson seen during the inspection, the teacher was very effective in asking questions which extended the pupils' learning and reinforced their previous knowledge and understanding. Most pupils have positive attitudes to religious education, but some pupils in all classes have low levels of self-discipline and find it difficult to concentrate for extended periods of time.
158. The present co-ordinator has been in post for just a few weeks but inherits a well-founded system. At present the school lacks a formal system of assessment for religious education and there is no mechanism for tracking and monitoring the pupils' progress and attainment as they move through the school. Resources are good and are generally well used, and pupils have opportunities to use computers for research. However, resources outside the locality, such as different places of worship, are not

used enough to bring the pupils' learning to life. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.