

INSPECTION REPORT

ST. LAURENCE C.E. (AIDED) PRIMARY SCHOOL

Long Eaton

LEA area: Derbyshire

Unique reference number: 112912

Headteacher: Mr. M.R. Cocker

Lead inspector: C.D. Loizou

Dates of inspection: 26 – 29 April 2004

Inspection number: 257769

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	269
School address:	Collingwood Road Long Eaton Nottingham
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs. J. Matthews
Date of previous inspection:	1st June, 1998

CHARACTERISTICS OF THE SCHOOL

St. Laurence Church of England (Aided) Primary school is an average size school with 269 pupils aged four to eleven on roll. It is situated near Long Eaton in Derbyshire and most of the pupils live in the immediate area. The school admits up to 45 children into its Reception year. There are nine classes, comprising four that are mixed age and five single age classes. The children's attainment on entry to the school varies from year to year but is average overall. The number of pupils leaving or joining the school at times other than the usual time of admission to the Reception year or transfer to feeder secondary schools is low compared with most schools. Most pupils are of white British heritage with a small number of pupils of mixed or black heritages. All the pupils speak English as their main language. Sixteen per cent of the pupils are eligible for free school meals, which is average. The proportion of pupils with special educational needs is below average (ten per cent) and two per cent (above average) of the pupils have a Statement of Special Educational Need.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18645	Charalambos Loizou	Lead inspector	English; Information and communication technology; Music; Physical education
9510	Christine Murray-Watson	Lay inspector	
18143	Bernice Magson	Team inspector	Foundation Stage; Science; Art and design; Design and technology
29703	Ray Barton	Team inspector	Special educational needs; Mathematics; Geography; History

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school provides a satisfactory education and standards are improving. Teaching is satisfactory overall. Leadership and management are satisfactory and governance is good. Standards in English, mathematics and science by the end of Year 6 are average but writing standards could be higher. Consequently, the school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics and science by the end of Year 2 and Year 6 are improving but writing standards are not improving well enough in Years 3 to 6
- The teaching in the Foundation Stage (Reception year) and in Years 1 and 2 is good; consequently, the pupils make good progress and achieve well in the core skills of reading, writing and mathematics
- The governing body helps to shape the vision and direction of the school well but the headteacher and senior staff do not systematically monitor teaching to ensure consistency of practice across the school
- The pupils with special educational needs make good progress and are supported well by teaching assistants in lessons
- Assessment and its use are inconsistent and unsatisfactory overall

The school has made satisfactory progress since the last inspection in 1998. Standards have improved but there remain inconsistencies in the quality of teaching in Years 3 to 6. The governance of the school has improved well. Assessment procedures are not being used well enough and lessons are not monitored rigorously or regularly enough to ensure that the pupils make consistent progress across the school.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	E	C	D	D
Mathematics	E	B	C	C
Science	D	C	C	C

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

Overall, **pupils achieve satisfactorily**. They attain above average standards by the end of Year 2 and average standards by Year 6. In 2003, Year 6 standards in writing declined compared with the previous year but have recovered this year. In relation to the pupils' prior attainment on entry to Year 3, last year's test results show that they made satisfactory progress in reading, mathematics and science but unsatisfactory progress in writing. The school has identified this and has recovered writing standards this year; they are now average in Year 6. The tests results and inspection evidence point to inconsistencies in the teaching and learning of writing in Years 3 to 6. In all three subjects overall, there is an improving trend in test results.

The children in the Reception year are provided with a good education; they are achieving well by the time they start Year 1. Most of the children attain the early learning goals by the end of the Reception year. In Year 2, standards are above average in reading, writing and mathematics and average in science. This is similar to the 2003 test results, which show that a good proportion of Year 2 pupils reached the higher levels in reading, writing and mathematics. By the end of Year 6, standards are

average in all subjects, except in music and physical education where they achieve above average standards. Pupils with special educational needs make good progress throughout the school.

There is **satisfactory provision for the pupils' spiritual, moral, social and cultural development**. The pupils think well of the school and have good attitudes to school and learning. Behaviour is also good and levels of attendance are satisfactory.

QUALITY OF EDUCATION

The quality of education is satisfactory. The teaching is satisfactory overall and there is mainly good teaching in the Reception year and in Years 1 and 2 and satisfactory teaching in Years 3 to 6. The pupils' rate of progress varies across the school because the work provided for the pupils is not always well matched to their needs and abilities. Assessment is inconsistently applied so that target setting is not always accurate. Teachers make lessons interesting and varied but some lessons are not demanding enough of the pupils. The pupils respond positively and try hard.

The curriculum is satisfactory and the school provides a satisfactory range of visits and visitors that enrich the curriculum for all of the pupils. Satisfactory procedures ensure the safety and well-being of the pupils. There are good links with other schools. Pupils with special educational needs make good progress because they are well supported.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The headteacher and senior staff do not regularly monitor teaching and learning, although they do analyse assessment information. However, the use of assessment is inconsistent and not well established across the school and this leads to inconsistencies in teaching and learning. Governance is good and meets all statutory requirements. The governing body receives regular reports about standards and is influencing the direction of the school to improve the impact that the teaching is having on standards. The headteacher, senior staff and governors have identified what needs to be done to sustain the trend of rising standards. Consequently, the management of the school is satisfactory.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think well of the school but a significant number would like to be better consulted and have their views sought. The pupils think well of the school and try hard although their views are not always being sought to improve the school further.

IMPROVEMENTS NEEDED

In order to improve the quality of education provided, the headteacher, staff and governors should:

- improve writing standards in Years 3 to 6
- improve the monitoring of teaching and learning
- improve the quality of teaching in Years 3 to 6 and provide greater challenge for the more able pupils in mathematics and science
- improve the consistency of assessment and its use

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are rising in English, mathematics and science and the pupils achieve satisfactorily overall. Standards are average overall but are rising more consistently by the end of Year 2 than they are by Year 6 because pupils in Years 3 to 6 do not make consistent progress in writing.

Main strengths and weaknesses

- The children in the Reception year achieve well and make good progress
- The pupils' progress in Years 3 to 6 is uneven, ranging from good to unsatisfactory, because some lessons do not challenge the pupils enough
- The pupils in Years 1 and 2 achieve well in reading, writing and mathematics. Reading, writing and mathematics standards are above average by the end of Year 2
- The pupils with special educational needs make good progress and achieve well

Commentary

1. When the children start school, attainment on entry is wide ranging but is average overall. The teaching and provision in the Reception year are consistently good and this enables the children to make a good start. They quickly learn to communicate well and make good progress in all areas of learning except in their physical development where they make satisfactory progress. Most of the children reach the early learning goals in all areas of learning by the end of the Reception year.

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

Standards in:	School results	National results
Reading	16.3 (15.6)	15.7 (15.8)
Writing	16.7 (13.9)	14.6 (14.4)
Mathematics	17.3 (15.8)	16.3 (16.5)

There were 41 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	26.2 (27.5)	26.8 (27.0)
Mathematics	26.6 (27.7)	26.8 (26.7)
Science	28.6 (28.8)	28.6 (28.3)

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

2. In 2003, national tests for Year 2 pupils indicate that standards continue to rise and were above average in reading and mathematics; well above average in writing and average in science. When compared with similar schools they were above average in reading and well above average in writing and mathematics. Science standards were average compared with similar schools but these were based on teacher assessments where there are some shortcomings throughout the school in the way teachers use and apply assessment information. An above average proportion of pupils exceeded the standards expected for

their age in reading, writing and mathematics. The results confirm that standards are rising above the national average for the last three years.

3. The 2003 national test results for Year 6 pupils show that standards over the last three years are also rising well but English standards declined compared with the previous year. The results show that standards were below average in English and average in mathematics and science. When compared with similar schools the pupils made satisfactory progress in mathematics and science since Year 2 but had made unsatisfactory progress in English. The decline in English came about because too few boys reached the standards expected for their age in writing. The proportion of pupils exceeding the standards expected were average in English, mathematics and science. The difference between the standards achieved by boys and girls is not significant over time but inspection evidence points to uneven progress in writing in particular for both boys and girls and this is especially the case in Years 3 to 6.
4. The national test results over the last three years paint a mixed picture for pupils in Years 3 to 6. On the one hand they confirm that standards are rising overall but at the same time they demonstrate inconsistencies in teaching and learning. The leadership of the school has adopted measures to improve teachers' planning but has not monitored the impact of these in order to sustain improvements. This has resulted in inconsistencies in the way writing is taught across the school and so the pupils make uneven progress. The new English co-ordinator leads by her very good example and some of the teaching is addressing this issue well but improvements have not been fully realised in all classes. This year's standards reflect some improvements as standards in English have recovered to average by the end of Year 6. In mathematics and science, the inconsistencies are related to the lack of challenge for more able pupils as well as different expectations across classes resulting in uneven standards and achievement.
5. The pupils make satisfactory progress overall but in some classes where the teaching is good they achieve well and this accelerates their rate of progress. Across subjects a similar picture emerges with good achievement in reading, writing and mathematics in Years 1 and 2 and satisfactory achievement in Years 3 to 6. Achievement is satisfactory by the end of year 6 because the pupils have made satisfactory progress in relation to their prior attainment. However, as standards continue to rise by Year 2, the teachers in Years 3 to 6 are not always adapting their planning to the needs of more able pupils, particularly in writing and to a larger extent in science. The analysis of performance data is being undertaken by curriculum leaders and the headteacher but the lack of systematic monitoring of lessons is not helping to implement consistency of practice across the school. Targeted teaching of different ability groups for example is only having limited impact because assessment information is not always being used to provide a good match of tasks to the needs and abilities of all the pupils.
6. In other subjects standards are mainly average but in music and physical education they are above average. The pupils with special educational needs make good progress and achieve well because work is usually matched to their needs and support for them is of good quality across the school.

Pupils' attitudes, values and other personal qualities

Overall this is satisfactory. The pupils' behaviour and attitudes are good. The provision for their spiritual, moral, social and cultural development is satisfactory.

Main strengths and weaknesses

- The pupils show interest in school life and there are good relationships throughout
- The school stimulates a desire to learn and sets high expectations for pupils' conduct and behaviour

Commentary

7. The pupils enjoy their time in school and participate actively in their lessons. They consistently display a high level of concentration, good standards of behaviour and a caring attitude towards each other and to adults in the school. As a result, they are able to take full advantage of the teaching they receive and make satisfactory progress in their studies. Their enthusiasm is reflected in the levels of attendance shown over the school year, which is in line with the levels normally found in primary schools nationally. Some parents raised concerns about bullying but the majority are satisfied that this is dealt with by the school. The pupils feel comfortable approaching the staff if they have concerns and inspection evidence shows that the headteacher and staff deal with any incidents of harassment or bullying well.
8. The youngest pupils make a good start in the Reception year, where they are developing a sturdy independence and the confidence to make full use of the activities offered to them. They are comfortable with the daily routines and evidently feel safe and secure with the adults who care for them and teach them. As they progress through the school, this confidence is maintained and the pupils take pride in what they are able to achieve. By the time they reach Year 6 the pupils are able to use the library, for example, for independent research. They also enjoy the more practical activities.
9. Due attention is paid to the social skills needed to maintain a harmonious working community. As a result, the pupils are very polite, take care to open doors for each other and adults and generally move in a considerate way around school. They are developing an increasing awareness of what it means to be a good friend. This shows in the sociable play seen at break-times. An easy acceptance of each other's wishes and sensitivity to those who might otherwise find it difficult to fit in was evident in some of the self organised games that were taking place. The cheerful acceptance of a range of responsibilities and routine tasks, particularly by the oldest pupils, also plays a part in the smooth running of the school day.
10. The school gives pupils satisfactory opportunities to take responsibility for themselves and their environment and they respond by developing mature and thoughtful attitudes. This is having a positive impact on the pupils' spiritual, moral, social and cultural development. School assemblies and periods of reflection offer the pupils opportunities to express opinions and to share ideas. Spiritual development is enhanced as Reception children are pleased to see their plasticine boats float after singing and reading the story of Noah's Ark. The pupils contribute well, to develop satisfactory social skills. In addition to their studies of other countries and cultures through lessons, fund raising for a range of charities helps pupils to understand the world around them and how they relate to it. The pupils hold mainly positive views of the school and say they enjoy school and the activities offered.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.6	School data	0.9
National data	5.4	National data	0.4

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

Exclusions

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	120	6	3
Mixed – White and Black Caribbean	2		
Mixed – any other mixed background	1		
No ethnic group recorded	113		

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory and is having an impact on the overall trend of rising standards. There have been improvements to the curriculum since the last inspection which is also satisfactory.

Teaching and learning

The teaching and learning are satisfactory overall and they are good from the Reception year and in Years 1 and 2. Assessment of the pupils' work is unsatisfactory.

Main strengths and weaknesses

- Teachers and support staff in the Reception year and in Years 1 and 2 engage the pupils well and as a result they achieve well in the core skills of reading, writing and mathematics
- Most lessons are carefully planned to ensure continuity and coverage but assessments of the pupils' progress are not always being used to provide work that best meets their needs and abilities
- The pupils with special educational needs receive good support and as a result they learn and achieve well

Commentary

11. Teachers and support staff set high expectations for behaviour and ensure that the pupils are provided with practical and relevant tasks that will help build their learning experiences progressively. These features are having a positive impact on standards but there are inconsistencies in the way tasks are planned and targeted for different abilities. Most consistency is found in the Reception year and in Years 1 and 2 with some good examples in other year groups as well. The lack of monitoring of lessons and of systematic checks to ensure that progress is even across the school does not help to identify or share best practice in the quality of teaching and learning. School improvement planning has been successful in identifying aspects of the curriculum, such as writing, as in need of improvement through the professional development of teachers and support staff. However, the systematic assessment of what constitutes effective teaching is not being shared among teachers so there is only a small degree of consistency in the teaching across the school.

Summary of teaching observed during the inspection in 42 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	6 (14%)	21 (50%)	14 (33%)	1 (2%)		

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

12. In the Reception year, most of the lessons seen during the inspection were good or very good. From Years 1 to 2, a similarly good profile was observed with one in five lessons of very good quality. This includes the mixed Year 2 and 3 class where the teaching skilfully adapts the curriculum and tasks to the needs, age and abilities of the pupils on every occasion. This level of teaching is not being shared across the school. There is also good and very good teaching in Years 3 to 6 but there is more inconsistency in this part of the school and this is reflected in different rates of learning and achievement. This uneven picture of the teaching results in variable progress across the school and so achievement and learning are satisfactory overall. A few but significant number of lessons seen were satisfactory or unsatisfactory because tasks did not challenge all the pupils and some of the delivery was mundane and lacked pace. This is also reflected in the pupils' previous recorded work where there are inconsistencies of expectation of how well the pupils set out their work. Teachers' marking usually refers to a learning target but the targets themselves are sometimes too general and do not help the pupils to understand the steps they need to take to improve their work further. This overall picture of lessons seen and evidence from recorded work shows that the pupils make good progress up to Year 2 and satisfactory progress by the end of Year 6. Their progress accelerates in those lessons where the teaching is good or better and this includes just under half of the lessons seen in Years 3 to 6.
13. The teaching of literacy and numeracy is good by the end of Year 2 and satisfactory by the end of Year 6. Teachers plan lessons that match the recommendations of both the national literacy and numeracy strategies. These are adapted well in the most effective lessons because in these lessons teachers ensure that tasks are well targeted to the abilities of the pupils. Focused spelling activities and mental mathematics sessions are usually effective and develop the pupils' knowledge of letter sounds, spelling rules and of number patterns in mathematics. In English lessons, reading is well taught throughout the school and the pupils are provided with good opportunities to read aloud, to role play characters in familiar stories and texts and to share books with others in a group. Writing standards vary across the school because expectations are not always high enough or consistent between classes. In the best lessons, the pupils are allowed to plan and edit their original drafts to improve and write more complex sentences and in the very best lessons this produces some lively and imaginative writing from the pupils. In less effective lessons, the writing is mundane and does not always reflect the capabilities of the pupils. In mathematics and science lessons numeracy skills are used well but tasks are not always well matched to the needs of more able pupils in particular. This is more common in lessons in Years 3 to 6 and, consequently, the pupils' progress is uneven.
14. The pupils are well behaved in lessons and so teaching and learning are rarely interrupted so that most lessons are productive. Teachers and support staff encourage the pupils to do well and often help them to improve by working closely with them as individuals or with their group. In this respect there is a good balance of time devoted to whole class teaching and to group work. However, in approximately one in three lessons observed the whole class introduction was too long and so the pace of the lesson slowed with less time given for the pupils to practise what they have learned. Information and communication technology is

used quite well in some lessons to support learning in other subjects but this is not regular or consistent enough.

15. Homework is used satisfactorily to reinforce the pupils' learning at home but this is inconsistent across the school. This affects the consistency of the teaching as in some classes the pupils use their homework to undertake further research and in others, this is less evident. The pupils with special educational needs are included in all activities and achieve well. Support staff, working under the direction of the class teacher, understand their role in supporting pupils in each lesson. Teachers and support staff work well together to plan activities that enable pupils to succeed and achieve their targets. The needs of pupils with special educational needs are regularly assessed and well supported. The pupils also benefit from the good range of external agencies to which the school has access, including the special educational needs support service, psychologist, behavioural support team and speech and language therapists.

The curriculum

The quality of the curriculum is satisfactory and meets statutory requirements. Those pupils who have special educational needs receive good support and achieve well. There has been satisfactory improvement to curriculum development since the last inspection. Satisfactory provision is made for the pupils' personal, social and health education.

Main strengths and weaknesses

- There is good provision for pupils with special educational needs
- The curriculum is not always well planned for more able pupils in mathematics and science

Commentary

16. All subjects of the National Curriculum are taught, including religious education and provision for collective worship. The curriculum includes provision to promote pupils' understanding of citizenship through its programme of personal, social and health education. This programme includes lessons in sex and relationships and the use and misuse of drugs, though this is an area that the school recognises needs further development as classes are planning their own sessions without opportunities to check if there is continuity as the pupils progress through the school.
17. The school successfully includes those pupils with special educational needs in the curriculum. Learning assistants, whether they are working in the classroom or withdrawing pupils into other areas, give the pupils good support that helps them to make good progress in their learning. The pupils with special educational needs benefit from small group and individual help from support assistants, which is directed towards their individual learning targets. These pupils have individual education plans with clear learning targets. The targets are known to teachers and in most cases appropriately used to decide the levels at which these pupils should be working. Although individual education plans are reviewed, this is not done thoroughly enough to be able to clearly show the progress that pupils are making towards their targets.
18. The provision for children in the Foundation Stage (Reception) is good. Accommodation and resources are good although the use of the school's outdoor facilities does not match the good provision found in lessons indoors and is only satisfactory. This has been identified by the staff in the Reception year and there are plans to build on the work being done outdoors to match that seen indoors.
19. Provision for the more able pupils in mathematics and science is satisfactory but inconsistent across classes, especially in Years 3 to 6. This is because on too many occasions work is not matched well enough to their abilities. Although the school's

assessment procedures are satisfactory in the core subjects, their use in informing teachers of the work that should be demanded of pupils is inconsistent across the school.

20. The curriculum provision for those pupils in mixed-age classes is satisfactory but there are few opportunities for the staff to evaluate each other's planning. The use of 'talk partners' in lessons is beginning to develop well in a number of classes and is beneficial in giving the pupils more opportunities to reinforce their knowledge of different subjects through talking to others. It is also helping to develop the pupils speaking and listening skills. The pupils respond positively to this type of work by talking sensibly and coming up with good ideas.
21. The range and frequency of extra school activities are satisfactory. Activities range from sports such as football and netball to French, Italian, art and craft and recorders. The school also makes use of a range of visits out of school and visitors into school. These provide a valuable learning resource that is recognised by the pupils. Year 6 pupils commented enthusiastically that they thought that their visits to places such as the Galleries of Justice and the Playhouse in Nottingham helped them learn more about the topics they were studying. They said that these were good ways to learn because you could experience and feel things in a different way from their lessons in school. Year 2 pupils also talked enthusiastically and excitedly about their visits and remembered some interesting details.
22. The school's staffing, accommodation and resources contribute satisfactorily to the quality of education. The school has a suitable number of teaching and support staff. There are, however, occasions in those classes with large numbers of pupils, where the lack of a teaching assistant affected the learning of some individuals who find it difficult to work independently. There is a satisfactory range of resources and these are being well used.

Care, guidance and support

The school provides a satisfactory level of care and welfare. There are satisfactory arrangements for health and safety as well as procedures to seek the views of pupils.

Main strengths and weaknesses

- Provision for the children's care and welfare in the Reception year is good

Commentary

23. Good relationships throughout the school mean that pupils feel secure and happy. They can approach staff with confidence, knowing that help will be readily available for any problem that they may have. The genuine care that staff show for pupils encourages them to adopt similar attitudes to one another, so that concern for the welfare of others features strongly in the school's ethos. Specific needs are noted and any necessary arrangements made to deal with them; for example, support staff have received special training in helping physically disabled pupils with their daily routines.
24. The health and safety policy is carefully implemented and there are regular checks of the building and equipment and risk assessments are now undertaken routinely. School trips are planned to ensure that pupils are safe and, in the school environment, pupils are very well supervised at all times.
25. When children start in the Reception year there are satisfactory arrangements to help them settle quickly and easily into school life. Planned visits to the school for parents and children, together with opportunities to join in activities, make this a familiar place and mean that children have already begun to make friends before they start school in earnest. Parents, too, are made welcome and shown how they can support their children's learning.

Partnership with parents, other schools and the community

Satisfactory links with parents, the community and other schools ensure practical support for pupils' learning and extend their educational experiences. Links with other schools are good.

Main strengths and weaknesses

- There are good links with the feeder secondary school
- The contribution of links with parents that enables them to help their children's learning at home is unsatisfactory

Commentary

26. The great majority of parents feel that their children like coming to school, that the teaching is good and that their children are motivated to do well. The parents are also aware of the Christian ethos of the school which supports the pupils' all round development and encourages them to learn to accept responsibility from an early age. The parents are pleased with the way the children are developing into polite and well-behaved individuals. About a quarter of the parents who completed questionnaires indicated that the school could do more to seek the views of parents and take account of their suggestions and concerns. The inspectors agree with the many positive views expressed by the majority of the parents, but note the significant minority who disagree in some important areas of the school's life. The inspectors judge that the range of extra-curricular activities provided is satisfactory and that the school's leadership and management are sound. However, the good links to promote learning at home that are built up between parents, carers and school staff in the Reception year are not yet being built on sufficiently in Years 1 to 6.
27. The school provides a satisfactory level of written information for the parents and carers. A regular pattern of formal meetings and easy, informal contact with class teachers at the end of the school day also support an appropriate exchange of information between families and staff. Reception year staff actively involve the parents and carers in supporting activities. This active involvement is not developed to the same extent as the pupils progress through the school and some parents expressed concerns about this.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory overall. The governance of the school is good and has improved significantly since the last inspection. The headteacher and key staff provide satisfactory leadership and management. In the Foundation Stage management is good and leadership is satisfactory.

Main strengths and weaknesses

- Governors provide a clear direction in the development of the school because they have a good understanding of its strengths and weaknesses
- The implementation and rigour of self-evaluation are insufficient
- Leaders fail to develop effective teams
- Budget management is sound given that the school receives low income per pupil compared with the national average

Commentary

28. The governors work well together and are an effective team. They are focused on developing the Christian ethos of the school. They recognise that they are an improving school because standards are rising and have a good understanding of the actions needed to develop the school further. They are working to develop an inclusive school and are eager to raise the

self-confidence and self-esteem of all pupils. Governors are eager to work with staff to realise their aims and they have high involvement with the school, including the preparation of the school improvement plan and development of good curriculum links with teachers. Through their committee structure they are involved in the strategic planning of the school and are effective in making decisions based on best value principles. Recent decisions to introduce mixed aged classes followed a long period of consultation with teachers and parents. All participants agreed the best solution for the school to ensure financial accountability and governors have worked hard to make the arrangement effective. Nevertheless monitoring of arrangements by governors lacks sufficient robust questioning of the headteacher. Governors ensure that all statutory requirements are met, including those relating to race relations, equal opportunities and sex education.

29. Although the leadership and management of the headteacher and key staff are satisfactory, they have some shortcomings. There is a lack of clarity and vision among the senior management team and there is insufficient identification of their roles for them to be fully effective. The headteacher and senior managers have not yet identified weaknesses in performance across the whole curriculum and, consequently, there are too few consistent approaches among teachers in order to raise standards. Only in English and mathematics have the school's own procedures for self-evaluation identified appropriate key priorities in English and mathematics, enabling the school to focus on the introduction of suitable strategies to raise performance.
30. During this school year subject responsibilities have been re-allocated among teachers to improve the overview of the curriculum. Staff are still developing an understanding of the strengths and weaknesses in their subjects. Few staff are working as effective teams and there is limited monitoring of teachers' planning to check on the match of challenge to pupils' ability levels. The needs of higher attaining pupils are not being monitored sufficiently in some subjects. Nevertheless standards are improving above the national trend in both key stages and the good effort put into raising standards in English and mathematics is proving effective. Developments are also well led in information and communication technology where recent improvements are leading to much better achievement and improving standards.
31. The leadership and management of special educational needs are satisfactory. The co-ordinator is effectively developing the quality of the pupils' individual education plans, but she realises that the procedures to review these plans are still in need of improvement so that the pupils' progress can be better monitored.
32. Leadership and management of the Foundation Stage are satisfactory. The co-ordinator has a clear vision and a good understanding of the strengths and weaknesses in this key stage. However, there has been insufficient recognition among the headteacher, staff and governors of the needs of these younger children and insufficient focused attention to their development. For example, there is no monies allocated to their needs in the budget.
33. The school provides satisfactory value for money. It receives a lower income than many schools nationally. The budget is managed appropriately and difficult decisions are taken as required by governors and the headteacher to ensure that there is a balanced budget. However, a satisfactory budget is achieved through staffing cuts and the acceptance of very large classes particularly in Years 3 to 5. The opportunity for non-contact teaching time for staff is limited and this is having a detrimental impact on the monitoring of the curriculum and teaching and learning. The school improvement plan is carefully costed and good actions are taken to improve resources in key priority areas. Special grants are used well for building works, for improving standards and providing support for special educational needs. The newly built computer suite is planned to provide pupils with more opportunities for increased access to machines, and enable teachers to use inter-active equipment in lessons. There is satisfactory daily management of the school's finances by the office manager.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	521,603
Total expenditure	529,327
Expenditure per pupil	1,870

Balances (£)	
Balance from previous year	4,491
Balance carried forward to the next	-3,233

34. The school carried forward a slight deficit due to unexpected costs incurred and has redressed this balance in the current financial year. The budget shows that the expenditure per pupil is very low compared with most schools. The governors and headteacher manage the school's finances carefully to ensure that the school optimises the use of its limited resources and, in particular, maintains good levels of support for pupils with special educational needs.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

35. Children enter the Reception year in September or January, depending on the timing of their fifth birthday. There are 38 children in the Reception year, accommodated in a Reception class, or in the mixed aged class with pupils in Year 1. The majority of children have had some form of pre-school provision and on entry to school attain standards expected for their age. They achieve well, and attain all the early learning goals appropriate for their age by the end of the Reception year, and a good proportion exceed them. In personal, and social development, and knowledge and understanding of the world children attain above average standards.
36. The quality of teaching is good overall. All adults have a secure understanding of how young children learn and they place a good emphasis on promoting a happy and friendly environment in which children feel secure and settle happily into class routines. The teachers and support assistants are effective teams introducing children to a good curriculum, which interests and excites them. Each day there is a good range of practical experiences for independent exploration in all areas of learning, as well as many other activities, which are teacher led. However, insufficient use is made of the outdoor learning environment to extend the curriculum. In lessons, teachers' expectations are high, promoting achievement. Staff give very clear instructions so that children understand what it is they are to learn. They are given sensitive support and encouragement, questioned skilfully, and challenged continuously to extend their learning.
37. When the children start school their parents are invited to contribute to initial assessment records. Each term further assessments are made by teachers and used to predict learning outcomes and track progress. In some areas of learning these successes are shared with children. For example, the "Hickory Dickory Dock" target board helps children to see how they are progressing in writing. There has been good improvement in all areas of learning since the last inspection except in their physical development where there has been only satisfactory progress.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are eager and confident learners
- Children enjoy school and develop good relationships with others
- Children are encouraged to make choices and are responsible for their own learning

Commentary

38. Personal development is promoted effectively in all areas of learning so that children are happy and eager learners. Teaching and learning are good and children achieve well. Although some children have only been in school for a few weeks, they have developed good attitudes to learning, because they all matter individually to teachers and their needs are addressed appropriately. As a result, children are friendly, honest and trusting, happy to work together in a variety of situations and beginning to take turns. Those children who find it more difficult to develop relationships are given sensitive support and encouragement, often in role-play activities or playing games in small groups. The good role models provided by staff encourage children to be kind and sensitive to the needs of others. Most children can work independently, sustaining concentration for long periods of time and taking pride in their achievements. As they play children are taught to make choices and become responsible for

their own learning. Children show that they are confident in class discussions and assemblies, or to visitors. They are happy to act as messengers around the school.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children have good skills of communication for their age
- Children achieve well in early reading skills because the teaching of sounds is good

Commentary

39. Teaching and learning are good and children achieve well in reading and acquire a good spoken language. The teachers and teaching assistants model good speaking and listening skills so that children recognise that their views are listened to and valued. Teachers are skilled at developing children's language skills and provide many opportunities for discussion, reading and writing in all activities. Consequently, children are happy to talk about their experiences. They use a rich and varied vocabulary, with increasingly complex sentences to explain their ideas, and with many appropriate technical terms. After a mini-beast exploration, for example, children could name a variety of insects and added lively descriptions to their observations, as they talked about a "mucky worm that just wiggled to get around." However, for many children, skills of listening are below those expected for their age. Although they are eager to share their thoughts, many children find it difficult to listen to others, or to stories. In the classroom many opportunities are provided for children to improve their listening skills, perhaps using the listening centre or with computers. Children are expected to listen and respond to instructions and are praised when they are successful. There are many opportunities provided for children to develop a love of reading. The book box includes a range of books about class topics and children explore books making up stories as they look at illustrations and some recognising key words in a big book. They have a good knowledge of letter sounds and many can identify sounds in simple words. Children write enthusiastically, when playing in the vet's surgery or making birthday cards. All the children can write their names unaided. With the teacher's help they attempt to make a list of mini-beasts, including words such as caterpillar or woodlice. Independently, the more able children can write a sentence to describe a snail race.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- Number games are fun, encouraging children to participate enthusiastically
- Relevant learning experiences help children to understand the use of number and learn about shape and measurement

Commentary

40. Children achieve well in their mathematical development and attain average standards by the end of the Reception year. Teachers have a good understanding of the development of the mathematical skills of young children. They learn to use their number skills and mathematical ideas in a wide range of number games and activities where they count, match, measure, and order numbers. Most children can count in sequence at least to 30, and many can count in tens to 100. A snail race, for example, encouraged children to use ordinal numbers as they identified the first, second, third and last snail, and more able

children ordered numbers to 20 as they gave out rosettes for an imaginary swimming race. Teachers create frequent opportunities to point to numbers, for example, setting problems around the register or singing number songs. The children play regularly with construction kits, which enable them to see and name different shapes. They learn to fit bricks together to make a square, thread beads to see a pattern, and recognise how heavy their models are. Through these activities the children are motivated to learn more because they enjoy mathematical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **good**.

Main strengths and weaknesses

- Children have many first hand experiences which interest them and stimulate their curiosity to learn
- Skilful questioning encourages children to make meaningful discoveries and extend their learning further

Commentary

41. Children are likely to exceed the goals expected of them by the end of the Reception year because the teachers and support assistants give a high priority to this area of learning and provide children with many first-hand experiences. In both classes, teachers and other staff create a lively environment which stimulates children's curiosity. They have learnt about farmyard animals and their babies following a visit to the classroom by the local farm. Visits out into the school grounds have provided opportunities to learn about growth and animal habitats. Following each activity the teachers skilfully lead discussions, which enable children to share their experiences and learn from each other. On one classroom wall a huge mural is developing with examples of each plant and insect children have discovered or would like to see. Additionally, children apply their newly acquired knowledge as they play in their vet's surgery, tending to sick animals and giving imaginary injections. Good links are made between aspects of the curriculum to further develop children's understanding of the world. Following the story of Noah's Ark, some children made plasticine boats and learnt about floating and sinking. All children have opportunities to operate computers and listening centres to support their learning in mathematics, language, and art and design.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- The curriculum for indoor play is good but that for outdoor play provision is insufficiently planned to develop children's physical skills
- Initial assessments of the children are good but there is insufficient use of continuous assessment to ensure that activities are challenging and develop skills progressively

Commentary

42. The quality of teaching and learning is satisfactory and children attain expected levels in their physical development. However, there are insufficient opportunities for children to develop their skills more rapidly. Teachers plan activities effectively to develop children's skills with pencils, crayons and scissors, but more energetic play is restricted because limited use is made of the outside area. Children are growing in confidence but their skills in running, jumping, hopping and skipping are developing only slowly because of a lack of opportunity.

During the inspection there was great joy and pride when one child learnt how to hop. Few opportunities are provided for children to climb, balance or play with equipment, and free movement is restricted outdoors. With the help of the Parents' Association a good range of wheeled toys have been purchased recently. They are popular with children and there are good examples of improvement in skills. However, some children are unable to ride a three-wheeled bicycle. Teachers plan lessons in the hall carefully to ensure that children gain maximum benefit from physical activities. The teachers explore with children aspects of health and exercise. The children know, for example, that their heart beats faster after an active lesson.

CREATIVE DEVELOPMENT

Provision in creative development is **good**.

Main strengths and weaknesses

- The children have good access to a wide range of creative activities which include art, music and role-play
- There is insufficient use of assessment to ensure the development of creative skills based on prior attainment

Commentary

43. Children explore art, design and music making through effective teaching of precise skills. Teachers and teaching assistants have good subject knowledge and teach this subject well, generating enthusiasm and interest among children. By the end of the Reception year children attain expected goals. Most have a natural creativity and are totally absorbed in their imaginative play. The children dress as the vet and his assistant, developing good imaginative responses and organising themselves well in spontaneous play. To reinforce learning the teacher uses "Jim the Puppet" to encourage talk or to emphasise new words and deepen children's understanding. There is a satisfactory range of materials and paints to allow children to create their own pictures. Teachers ask well-chosen questions to encourage independent choices and give guidance to improve skills if necessary. Assessments are not regular enough in this area of learning to inform the staff as to how well the children are doing.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The pupils make good progress in their speaking, listening and reading development but the pupils in Years 3 to 6 underachieve in writing
- The teaching is satisfactory overall and it is good in Years 1 and 2 where writing standards are improving well
- English is managed satisfactorily but the monitoring of teaching and learning up to now has not been regular enough to identify strengths and weaknesses or to share best practice
- Teachers' marking and target setting do not always inform the pupils well enough about how best to improve their work

Commentary

44. Standards in English have improved well by the end of Year 2 and satisfactorily by the end of Year 6. Standards have improved since the last inspection, especially in speaking, listening and reading, but in writing, they have fluctuated reflecting inconsistencies in the way writing is taught. Currently standards are average by the end of Year 6 and above average by Year 2. Standards in last year's national tests (2003) by the end of Year 2 were above average in reading and well above average in writing but standards in English were below average by the end of Year 6. Writing standards declined in 2003 in Year 6 compared with the previous year because boys did less well than girls in writing. Over the last four years standards in English have improved but the fluctuations in standards in Years 3 to 6 reflect inconsistencies in the teaching of writing; a general lack of systematic monitoring of lessons; and assessments of the pupils are not being used sufficiently to inform teachers' planning. This has led to uneven progress by the pupils in writing especially whereas in reading their progress has been good. The new English co-ordinator has made a good start in identifying these issues and is well placed to improve writing standard, having undertaken a thorough audit of pupils' writing and an analysis of past test results. The pupils with special educational needs receive good support, particularly from teaching assistants who are well qualified to support and teach these pupils. Consequently, these pupils make good progress and achieve well.
45. Inspection evidence confirms that standards are above average by the end of Year 2 because the teaching is good in Years 1 and 2. The pupils are able to write independently with good structure to their handwriting. Spelling is reasonably accurate and the pupils punctuate their writing well. They use their good reading skills to read what they have written aloud to others, for example, when noting down the differences between characters in a selection of Roald Dahl stories, the pupils wrote descriptive accounts that explained why each character behaved the way they did in each story. Very good use of role play was incorporated in a very good lesson seen, as both Year 2 and Year 3 pupils in the same class explained then wrote about characters such as the Grand High Witch in 'The Witches'. The teacher linked writing very well with speaking and listening as the pupils took turns to play the part of a character while the rest of the class asked questions and noted down key words and phrases.
46. Standards have improved on last year's test results by the end of Year 6 but there remain inconsistent expectations of pupils' writing in Years 3 to 6 which result in uneven achievement by the pupils across classes. The English co-ordinator has had an immediate effect on addressing some key aspects of writing development, such as the structure of independent and extended forms of writing, and this has resulted in noticeable improvements in the teaching. For example, the teaching has improved the way the pupils plan their writing with good examples of characterisation, plot and setting when comparing narrative with

descriptive writing. Consequently, Year 5 pupils, after studying the willow pattern on a plate depicting a conventional ancient Chinese story, were able to investigate the story further and change the narrative in the story into extended forms and complex sentences by adding description and making the writing more interesting for the reader. Year 3 and 4 pupils reviewed a piece of text entitled 'Spellhorn' (by Berlie Doherty) and then searched for similes which helped them to write extended sentences using connectives and more complex forms of writing. These good examples are helping to improve the quality and range of writing but it is evident in the pupils' previous work that teachers' expectations have not always been high enough. The headteacher analyses optional and national test results but has not facilitated the systematic monitoring of lessons nor provided enough opportunities for teachers to share best practice or ideas about how best to teach writing. To some extent the school's limited budget has affected the school's capacity to release staff to undertake this monitoring exercise. But having identified that, for example, boys underachieved last year in writing in Year 6, which resulted in the decline in standards compared with the previous year, the headteacher has not created opportunities for the staff to share ideas, communicate or discuss lessons in sufficient depth or to share planning objectives to ensure continuity.

47. There has been satisfactory progress since the last inspection as standards have been maintained compared with those found at that time. Reading standards have improved well since the last inspection and the school's focus on pupils' range and quality of writing has begun to show some improvements. However, there is still some way to go to ensure consistency of practice across the school. The English co-ordinator provides satisfactory leadership and management and has undertaken a thorough analysis of pupils' writing. There is a good action plan with clear ideas to help address the inconsistencies of expectations across the school. In the short time she has led the subject she has identified the most important aspects of pupils' writing that need improving, especially in Years 3 to 6.
48. Target setting helps teachers to assess the work their pupils do and provides learning targets for them to achieve each term. However, across the school, there are inconsistencies in the targets themselves reflecting a lack of rigour and challenge for some pupils. The most appropriate and challenging targets are those for pupils with special educational needs. Teaching assistants ensure that the pupils who have special educational needs reach their learning targets and regularly assess how well the pupils are doing in lessons. For average attaining and more able pupils however, the learning targets are not always linked to National Curriculum levels so it is not clear to teachers or to the pupils what it is they have to learn in order to advance towards the next level. Consequently, teachers' ongoing assessments of the pupils' writing are unsatisfactory and do not sufficiently inform their planning so that in some lessons more able pupils are not being extended because the tasks do not build on what the pupils already know. The impact of the teaching in Years 1 and 2 on the pupils reading and writing development is good because the pupils are taught good technical skills such as letter sounds and spelling rules. Standards declined in writing compared with reading in Years 3 to 6 because teachers are not always developing the pupils' use of complex sentences or extended forms of writing. There is more evidence of this in the good lessons seen but the analysis of pupils' previous recorded work shows that this is not consistent across classes.

Language and literacy across the curriculum

49. The use of literacy skills is satisfactory in other subjects but varies. There are good examples in geography and history work but examples of unsatisfactory use in science. In Years 3 and 4, the pupils have written about characters in history with some good examples of accounts such as those of Samuel Pepys or accounts of the Fire of London written in the form of witnesses or reporters at the time. Descriptive accounts of physical features in geography work take the form of note-taking or accounts of investigations or educational visits. However, recorded accounts of science work are mundane and usually similar for all pupils with few opportunities for the pupils to expand or explain their findings. Reading and

writing skills are employed satisfactorily in most subjects with some good use of word processed work to enhance the way writing is presented.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Teaching is good in Years 1 and 2
- The teachers make good use of support assistants
- More able pupils are too often not challenged sufficiently by their work
- The quality of teachers' marking is inconsistent across the school.

Commentary

50. Standards are above average by the end of Year 2 and average by the end of Year 6. The school has improved satisfactorily since its last inspection. Standards in the 2003 national tests at the end of Year 6 were average and inspection evidence shows that the current Year 6 group are also working at a similar level.
51. The quality of teaching is satisfactory overall, but with some good teaching also being seen across the school. Teaching standards are generally higher in Years 1 and 2 and here the work expected of the pupils is better matched to their abilities. The teachers generally have high expectations of the pupils' behaviour and encourage their pupils well. The pupils respond positively and usually show enthusiasm and a motivation to learn. The pupils' presentation of their work is not consistent across the school, but where the teaching is generally good the presentation of work improves.
52. The school is placing a satisfactory emphasis on problem solving activities and collaborative learning. These two aspects of work are helping the pupils to understand what skills are needed in solving problems.
53. There are no significant differences in the attainment of boys and girls. More able pupils, especially in Years 3 to 6, are too often given work that is the same or too similar to lower groups. This results in these pupils not being challenged sufficiently.
54. In one very good lesson where Years 2 and 3 pupils are in the same class, the teacher had clearly high expectations of behaviour and standards of work required. These together with very good classroom relationships allowed her to motivate the pupils within a friendly yet productive atmosphere. Through her clear questioning about strategies and her use of language the class teacher was able to explain and demonstrate how to add and subtract near tens numbers such as 9, 19, 11 and 21. The pupils were kept busy and involved in their learning and all groups of pupils were challenged effectively by their work. In the lesson the teacher was aware of the progress that the pupils were making in their understanding and introduced new challenges at the appropriate time.
55. When teaching is less successful some pupils are often not challenged sufficiently or become confused when what is being asked of them is not matched well enough to their abilities. The quality of teachers' marking is not consistent across the school and much of it lacks information that would help the pupils improve their work.
56. The work of support assistants is usually well planned and directed by the teachers and the assistants use a variety of strategies to help the pupils understand their work. They place a good emphasis on practical learning and language so that the inclusion of pupils in the lesson and the progress that they make are often good.

57. The subject leader, who has only recently taken on this responsibility, is developing her role well. She is committed to raising standards of achievement and has made a good start in effectively identifying some areas that will lead to the further improvement of standards across the school. Her monitoring and development of teaching and pupils' work is at an early stage. Assessment procedures are satisfactory and continuing to develop, but their use in target setting and for planning more challenging work for the pupils is as yet not as well developed. Overall, leadership and management are satisfactory.

Mathematics across the curriculum

58. There are satisfactory opportunities for the pupils to apply their mathematical knowledge in subjects such as design and technology, geography and science. However, as the subject leader realises, these opportunities are not at the present time planned for consistently and could therefore be improved. There is evidence of data collection in science, information and communication technology and geography so that the pupils learn to record information, tabulate and present this in graphs and charts.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Scientific investigations are an integral part of lessons and as a result pupils are confident investigators
- The subject lacks a clear system of assessing what pupils can and cannot do and, as a result, in Years 3 to 6 some more able pupils are not challenged sufficiently
- The science curriculum is extended effectively by visits out of school

Commentary

59. Standards are average by Years 2 and 6. Achievement is good in Years 1 and 2 but satisfactory in Years 3 to 6. In the latest national tests pupils attained average standards by Year 6 and made satisfactory progress over time. Test results show that girls performed significantly better than all other girls nationally and significantly better than boys in school, although there is no consistent pattern over time. The school has not yet analysed test results to identify the reasons for this good performance of girls. Discussions with teachers show that some pupils with special educational needs found investigations difficult.
60. Over time there has been a good improvement in standards by Year 6 in line with the national trend. However, there has been insufficient improvement in the standards of the higher attaining pupils, as identified at the last inspection. The subject has not been given the same priority that English and mathematics have had and insufficient emphasis has been given to matching scientific enquiries to the ability of pupils. In addition, the assessment system is underused, for example in identifying strengths and weaknesses in the subject and taking effective action.
61. As pupils get older they develop a satisfactory knowledge of living things, materials, forces and electricity. They become more confident in devising, carrying out and making sense of their investigations. Most pupils understand the significance of reliability and validity in testing. However, by Year 6, scientific writing skills are underdeveloped. Pupils rely too heavily on their teachers to suggest and direct the structure of their writing. Scientific reporting has few evaluations or suggestions for greater accuracy in performance. There is limited use of technical terms.
62. Teaching and learning are satisfactory overall. All teachers have suitable subject knowledge, but teaching methods vary in quality and in some lessons there is a lack of pace. During the

inspection teaching varied from good to unsatisfactory. Good teaching was seen when pupils were engaged in appropriate tasks, which challenged their understanding and encouraged them to record their predictions, test and confirm results, and draw conclusions independently of the teacher. In less successful lessons the teacher spent too long in explaining the experiment and provided few appropriate challenges for pupils of differing abilities, with little opportunity for them to make independent choices. Consequently, pupils became passive learners and showed a lack of motivation to achieve well. Teaching assistants work very closely with teachers and are effective in their support of pupils with special educational needs. Teachers mark pupils' work regularly but mostly with ticks and some comments of praise. There is limited evidence of marking used as a tool to help pupils know how to improve. Additionally there are few suggested targets of improvement for pupils and, consequently, they have little understanding of the criteria of good work.

63. The school provides pupils with a good range of additional visits to extend the science curriculum, for example, to the science museum, local farm, or Stone Centre. Pupils enjoy these visits and speak about them in good detail. They provide pupils with good opportunities to match their learning to real-life events. For example, after a visit to Snibston Discovery Park, a Year 2 pupil described how carbon monoxide was found in old coal mines and detected by miners through the use of a bird in cage.
64. The school has good links with the local feeder secondary school, which extend opportunities for scientific development for pupils in Year 6. The most able pupils joined pupils from other schools on a High Achievers' Day, and all Year 6 pupils have made two visits to use the science laboratories. These visits assist in links on transition successfully.
65. The current co-ordinator is recently appointed. Day-to-day management is satisfactory in sustaining satisfactory provision. However there has been no recent monitoring of lessons, or of teachers' planning. The co-ordinator has identified some key priorities for the development of the subject in order to raise standards, although these strategies are not yet incorporated into the school improvement plan.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **satisfactory**.

Main strengths and weaknesses

- Information and communication technology is playing an increasingly important role in the teaching and learning across the school
- Good use is made of computers in some lessons but this is not uniform across the school

Commentary

66. The school has made satisfactory progress since the last inspection developing and improving the information and communication technology curriculum. Standards are in line with those expected throughout the school. The pupils make satisfactory progress in most lessons and printed work displayed indicates that the pupils are making good use of their computer skills to help their learning in other subjects. The work includes, for example, the pupils in Years 1 and 2 writing sentences and combining these with illustrations using a combined word processing and graphics program. In Years 3 to 6 the pupils extend their knowledge of word processing and begin to use other more advanced skills that include modelling and desk top publishing skills as well as control technology and turtle graphics. During the inspection, the pupils in Year 5 demonstrated confidence when editing and improving the presentation of their descriptive and imaginary writing. The school has recently improved its resources having built a dedicated computer suite and there are good plans to utilise the new resources to provide more opportunities for the pupils across the school. This

is particularly important as, up until now, the school has coped well with limited space in classrooms so pupils have had inconsistent access and opportunities to use computers.

67. The teaching is satisfactory and is having an impact on pupils' learning but there is an inconsistent use of computers with those teachers who are more confident using them more than others to support the pupils in their learning. This is evident during lessons where the balance of time afforded to the use of computers varies considerably across the school. Staff training has improved the use of specific software to enhance learning, such as that used to support writing when pupils word process and edit original drafts of their writing. In some classes the pupils work in pairs to consolidate their understanding of mathematics or to solve problems using simulation programs. This was evident in a Year 1 mathematics lesson when the pupils used the class computer to enter data and present this as a pictogram. By contrast, the computer is not always being used and so opportunities are missed to enhance what the pupils do using information and communication technology. The co-ordinator is aware of these issues and has good plans to address these but has not had enough opportunities to monitor lessons or assess what needs to be done to make the teaching more consistent across the school.
68. The pupils achieve satisfactorily because there is a cross-curricular approach to information and communication technology. This was best demonstrated when Year 3 and 4 pupils used a robotic device to plan a route using estimations of direction, angles and measurements. The lesson linked the skills learned in geography and mathematics, such as directions and compass points, to basic control technology using computers and a robotic device. Some pupils in the same lesson explored the properties of plane shapes and, using turtle graphics, were able to consolidate their knowledge of shapes and measures as well as their understanding of simple procedures and routines using the computer language 'logo'. The pupils with special educational needs were well supported by the teaching assistant because they improved their knowledge of the use of the robotic device when sequencing instructions to make it move in different directions.
69. There is satisfactory leadership and management of the subject combined with some effective support for staff across the school. The co-ordinator works very hard to ensure that all the staff have access to software and a scheme of work and has been successful in implementing the full programme of information and communication technology in difficult circumstances given the limitations on time to provide advice and support to staff when time is available. The headteacher and governors have played an important part in improving resources with a recently completed computer suite. The subject co-ordinator is highly committed to providing support and helping the staff to develop their skills and this has improved the professional competence and the confidence of teachers and support staff.

Information and communication technology across the curriculum

70. The school makes satisfactory use of computers across a broad range of subjects. There are good examples of this in art and design, design and technology, geography, history and religious education. These include imaginative and descriptive accounts presented using a good range of word processing skills. The Internet and electronic mailing are used to good effect to help the pupils find information. The pupils often research information on the Internet or by using CD-ROMs. Older pupils in Years 5 and 6 use spreadsheets in mathematics to help represent data in different forms. In Years 3 to 6 the pupils use good modelling and graphics skills to produce posters as part of their literacy work, for example, when preparing persuasive writing or to produce short headlines in the form of newspaper reports.

HUMANITIES

71. In humanities, work was sampled in **geography**. Only one lesson was seen in this subject. It is therefore not possible to form an overall judgement about provision. There is a good indication from pupils' work, teachers' planning and talking to pupils that standards are broadly in line with what might be expected.
72. Pupils in Year 6 talk confidently about their work and show satisfactory knowledge of physical features such as the formation of rivers. Mapping skills develop well from an early age and pupils soon learn about map keys. Year 2 pupils talked confidently and enthusiastically about their walk around Long Eaton and they knew about the symbols they had marked on the maps that they had drawn. Higher level mapping skills such as using ordnance survey maps and understanding contour lines are less well developed.
73. From the sample of work seen there is an appropriate range of topics covered and there are good links with the use of literacy skills. From an early age the pupils are encouraged to write in their own words, using the knowledge that they have gained.

History

Provision in history is **satisfactory**.

Main strengths and weaknesses

- The pupils are given good opportunities to show their knowledge and understanding of their work in their own writing.
- There are good opportunities for the pupils to develop their literacy skills.

Commentary

74. Standards by the end of Years 2 and 6 are in line with national expectations. The pupils talk confidently about their past and present work in history and show a satisfactory understanding of most elements of the curriculum. They talk enthusiastically about their past visits to places such as the Snibson Discovery Park where Year 2 pupils learned about coal mining in the past. Year 6 pupils talked of their visits as valuable learning experiences. Places such as the Galleries of Justice in Nottingham, where they not only learned about life in old prisons but also had the opportunity to act out parts of a play about Scrooge. This linked in well with their literacy and Christmas work and had certainly made a lasting impression on them.
75. The quality of teaching is satisfactory overall but with some good teaching also being seen during the inspection. When the teaching is good the teachers' classroom management is good and the pupils are actively engaged in learning experiences that are suitable for their ages and abilities. For example, in a good history lesson in a large Year 3 and 4 class, the pupils were motivated by the enthusiasm of the teacher when talking about life on board the Tudor galleon, the 'Mary Rose'. The interesting follow up activities were then well matched to the abilities of the pupils. The pupils were given lots of opportunities to talk together so that they could express their feelings about the different lives the sailors led on board the ship. The enthusiasm of the pupils was also developed in a Year 2 and 3 class where the teacher provided lots of old toys and had set up a classroom toy museum. The pupils were busily engaged in recording the similarities and differences between new and old toys. Some pupils, with the support of the teaching assistant, were trying out some of the old toys such as the 'whip and top'.
76. The pupils across the school make good use of their literacy skills in their history work. The pupils write about what they have learned. They also have the opportunity to write showing their feelings, for example, when writing about what it must have been like to have been in the

'Blitz' during the second world war. They also sometimes write as if they are a character in history, such as a poor man in Tudor times having to steal in order to eat.

77. The leadership and management of the co-ordinator, who has only had this responsibility for a very short time, are satisfactory. There has been satisfactory progress since the last inspection.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

78. Two music lessons and four physical education lessons were observed so these are reported in full. No **art and design** lessons were observed. Only one **design and technology** lesson was inspected, consequently it was not possible to make a secure judgement on the overall quality of teaching and learning in these subjects. However, a range of completed work in art and design and design and technology was inspected and discussions were held with pupils and staff and the inspection of teachers' planning was undertaken. All the requirements of the National Curriculum are met satisfactorily in both subjects. Standards are in line with those expected by the end of Year 2 and Year 6 and the pupils achieve satisfactorily. There are good resources in art and design and they are satisfactory in design and technology.
79. In **art and design**, teachers have good subject knowledge and there are strengths in their teaching of key skills. For example, in Year 1 there is good teaching of weaving skills and as a result pupils have produced work of an above average quality with good attention to colour, tone and pattern in their designs. The pupils have developed their imagination and creativity well. Links are made with other subjects as a means of teaching new skills and to consolidate learning. In a topic on Islam pupils practised henna designs, and linked with ICT they made patterns in the design of Mondrian. The assessment scheme is underdeveloped. Leadership and management of the subject are satisfactory. The recently appointed coordinator has high aspirations of the development of the subject. However there has been too little time to implement new ideas since her appointment.
80. **Design and technology** is taught in blocks of work, alternating with art and design. During the inspection the school focus was on art and design. Indications are that standards are average by Years 2 and 6. There is a satisfactory breadth to the curriculum and national guidelines provide a structure for teachers in their planning for the development of new skills. For example, Year 1 pupils visited an adventure playground to see how equipment was made. The project was of good quality because the learning was well-matched to the age and interest of the pupils and generated enthusiasm and creativity as pupils strived to succeed. In Year 4, in links with geography, pupils made pop-up cards depicting scenes from the village of Chembakolli in India. There is no consistent practice of assessment across the school and it is difficult to track pupils' progress over time. A new coordinator has been appointed and she is not yet fully aware of the strengths and weaknesses in the subject. No monitoring of lessons or pupils' work has taken place recently. Nevertheless design and technology is a successful subject because of the pupils' and teachers' enthusiasm.

Music

Provision is **satisfactory**.

Main strengths and weaknesses

- Music is well planned
- Good use is made of specialist teachers to enhance provision and raise standards
- The school provides good quality out-of-school provision in music and singing is well taught

Commentary

81. Lessons in music are carefully planned as part of the weekly timetable. Teachers' subject knowledge varies from good to satisfactory and the overall quality of teaching is satisfactory. The teaching in Years 1 and 2 is good and this is largely the responsibility of the school's music co-ordinator who has good subject expertise and provides good support for other teachers. Standards are above those expected by the end of Year 2 and Year 6 and this is similar to the standards found in the last inspection. There is a good range of resources. The pupils enjoy the practical composition elements of music lessons, for instance when Year 1 pupils used a range of percussion instruments to distinguish long and short sounds. Singing is well taught by the music co-ordinator and there is a good quality choir that performs in assemblies and on special occasions or during school performances. The pupils enjoy singing and are able to identify pitch, rhythm and tempo.
82. The school provides good opportunities for extra-curricular activities. The school choir meets weekly and sings enthusiastically, tunefully and skilfully. Specialist instrument teachers enhance the provision and help to raise standards overall. The pupils' attitudes to music are good and they show their enjoyment as they work hard to learn to play an instrument and perform in front of others in groups or to the whole school. The subject leader is knowledgeable and enthusiastic and manages the subject well.

Physical education

Provision in physical education is **satisfactory**.

Main strengths and weaknesses

- Standards in games skills are above expectations by the end of Year 6
- Pupils enjoy their lessons and are responsive to the teachers' instructions
- Teachers' planning is well organised but expectations are not high enough to ensure that all the pupils achieve well

Commentary

83. In the lessons seen the focus was mainly ball skills and general games skills, so it was not possible to make a judgement about gymnastics and dance standards overall. However, in the areas observed standards were above expectations by the end of Year 6 and in line with national expectations by the end of Year 2. The pupils in Year 2 demonstrated some good ball control as they aimed a ball to a partner but the tasks were not always challenging enough and this led to some underachievement by more able pupils. The planning used for the lesson was appropriate for the age group but the teacher did not adapt this well enough to provide greater challenge or variety so that some of the tasks were too mundane for more able pupils. Year 3 and 4 pupils made satisfactory progress striking a ball with a racket or bat during an outdoor games lesson. Year 6 pupils displayed a good range of ball skills during their games lesson. They use good body control when dodging to avoid collision or to evade an opponent or intercept a pass during a controlled basketball game and are able to aim and pass a ball with accuracy. Throughout the school, the pupils enjoy physical activities and the majority give of their best. They are well focused on the tasks set and respond positively to the tasks set by their teachers.
84. The quality of teaching and learning is satisfactory and, consequently, pupils make satisfactory progress as they develop their physical skills. Standards have improved since the last inspection by the end of Year 6. The majority of pupils are able to swim 25 metres by the time they leave the school but swimming lessons have been cancelled this year due to budget constraints. A good range of extra-curricular activities encourage pupils to develop their skills further as part of a team and the school is successful in promoting team games with a good range of achievement by older pupils in competitive sports and athletics.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

85. This aspect of the curriculum and the work of the school is satisfactory. No personal, social and health education lessons were seen during the inspection. Evidence from teachers' planning and school assemblies show that there are carefully planned themes and topics which are often linked to topics in religious education or to social and moral aspects of the curriculum. Class assemblies and discussions during circle time enable the pupils to talk and write about being good citizens, helping others or to discuss how people tolerate the views of others, including topics such as racial awareness and tolerance of other religions and belief systems. Good use is made of drama and role-play in lessons which take the form of 'hot-seating' to help the pupils relate to the views of others and to prompt questions about how others would behave, for example, when people bully others or do not treat them with respect. Good use is made in some literacy lessons of characterisation in role play to evoke discussions about the behaviour of familiar characters in stories and these often lead to discussions or work about personal and social development.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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