

INSPECTION REPORT

BELMONT PRIMARY SCHOOL

Swadlincote

LEA area: Derbyshire

Unique reference number: 112974

Headteacher: Mr Quentin Hannant

Reporting inspector: Ms Margot D'Arcy
23158

Dates of inspection: 24th – 27th June 2002

Inspection number: 196351

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:	Foundation
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Belmont Street Swadlincote Derbyshire
Postcode:	DE11 8JZ
Telephone number:	(01283) 217782
Fax number:	(01283) 229092
Appropriate authority:	The Governing Body
Name of chair of governors:	Ms Louise Petcher
Date of previous inspection:	July 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
23158	Margot D'Arcy	Registered Inspector	The foundation stage	The school's results and pupils' achievements How well are pupils taught? How well is the school is led and managed? What should the school do to improve further?
9981	Saleem Hussain	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for pupils? How well does the school work in partnership with parents?
29703	Ray Barton	Team inspector	English Art and design Special educational needs	
16761	Melvyn Hemmings	Team inspector	Science Design and technology Information and communication technology	How good are the curricular and other opportunities offered to pupils?
10144	Mary Marriot	Team inspector	History Music Religious education	
21245	Bill Lowe	Team inspector	Mathematics Geography Physical education Equal opportunities	

The inspection contractor was:

PPI Group Ltd
7 Hill Street
Bristol
BS1 5RW

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Alexandra House
33 Kingsway

London WC2B 6SE

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4 - 8
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	9 - 10
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	11 - 12
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	12 - 14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	14 - 15
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?	15
HOW WELL IS THE SCHOOL LED AND MANAGED?	15 - 18
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	19 - 22
PART C: SCHOOL DATA AND INDICATORS	23 - 35
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	23 - 35

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This is a larger than average primary school catering for 434 boys and girls aged between four and 11. The school is on two sites (infant and junior) with a minor road separating them. Almost all pupils attend full time and are taught in classes containing others of the same age. The proportion of pupils with special educational needs (20 per cent) is broadly average, but the proportion with statements of special need (0.5 per cent) is below. The range of needs includes specific; moderate; emotional and behavioural; and speech and communication difficulties. Most pupils are of white UK heritage and none speaks English as an additional language. The proportion of pupils entitled to free school meals, at seven per cent, is below the national average. The majority of pupils remain at the school for their entire primary education. The area in which the school is situated is neither socially advantaged nor disadvantaged. Overall, children's attainment when they begin school is in line with what is expected for their age.

HOW GOOD THE SCHOOL IS

This is a good school. By the time they leave in Year 6, pupils have made good progress and achieve standards that are above average in English and science and well above in mathematics. Standards in these core subjects have risen, due to good quality teaching and learning experiences. Very good leadership by the headteacher, supported by an effective management team and governing body, is providing a clear and successful focus on raising standards and improving provision. The school provides good value for money.

What the school does well

- The headteacher's very good leadership is driving forward improvement at a very good rate.
- Pupils achieve good standards in mathematics, science, speaking, listening and reading.
- The teaching is good.
- Pupils are provided with a wide range of stimulating learning experiences.
- Provision for pupils' personal development is good; consequently, they enjoy school, behave well, develop maturity and forge very good relationships.
- The school has good relationships with parents and encourages them to be involved in their children's learning at home and in school.

What could be improved

- Standards in information and communication technology (ICT) are below average and resources are unsatisfactory.
- Systems for planning and assessment are inconsistent between teachers.
- Spiritual development is not planned for or promoted well, except in religious education (RE) lessons; the school does not always provide a daily act of collective worship.
- Written reports to parents about pupils' progress are unsatisfactory.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

After the last inspection in July 1997, improvement occurred fairly slowly in relation to the weaknesses that were identified. However, since the appointment of the current headteacher, just under a year ago, improvement has been rapid. The decline that occurred in Year 6 pupils' test results in 2000 and 2001 now looks to have been checked and standards are rising. However, standards in ICT have declined, due mainly to weaknesses in resources. The effectiveness of the school's management has improved considerably. Governors now play a central role, as does the school's management team. Co-ordinators are more involved in managing their subjects and areas of responsibility, but there is scope for them to have greater involvement in monitoring standards, progress and teaching. Changes made to the school's improvement plan have made it a useful document to support change. Weaknesses still exist in

planning, assessment and the accommodation for children in the Foundation Stage¹. However, all of these issues are being successfully addressed. Overall, improvement since 1997 is satisfactory.

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			
	all schools			similar schools
	1999	2000	2001	2001
English	A	C	C	E
mathematics	B	C	C	D
science	B	C	C	D

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

While the school's test results over time are broadly in line with the national trend, the table shows the decline that occurred after 1999 and pupils' unsatisfactory performance when compared with pupils in similar schools². However, the most recent (2002), but unpublished, test results show significant improvement, which is supported by inspection evidence. This year, many more pupils have achieved the higher levels in the English and mathematics tests. Standards are now above average in English (although writing standards are broadly average and remain a priority for improvement) and science and well above in mathematics. The 2002 results also show that the gap between boys' and girls' achievement (evident for some years, particularly in English) has narrowed, suggesting that the measures taken to address the underachievement of boys are proving successful. In all other subjects, except ICT, where standards are below average, pupils make at least satisfactory progress and achieve the levels expected for their age.

By the end of Year 2, pupils' achieve well in reading, writing, mathematics and science. As in the juniors, standards and achievement in ICT are unsatisfactory. In both cases, this is because some aspects of the subject are not taught in sufficient depth and there are too few resources to allow pupils to practise skills regularly. Reception children achieve well in all areas³. By the end of the year, virtually all achieve the early learning goals expected for their age and a significant number (approximately a third) exceed these.

At this school, all pupils, including those with special educational needs are generally achieving well. The school has made some good use of assessment information to set challenging and realistic targets for pupils to achieve in the national tests.

¹ Nursery and reception; in this case, just reception.

² Based on the proportion of pupils entitled to free school meals.

³ Personal, social and emotional development; communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; and physical development.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, want to achieve well and try hard.
Behaviour, in and out of classrooms	Good. The school is an orderly place and pupils show good levels of self-discipline and respect for adults and each other.
Personal development and relationships	Good. Pupils are keen to accept responsibility. They enjoy working in different sized groups and help each other as they work. They like and respect the adults who work with them.
Attendance	Very good. Well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	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, overall, with particular strengths in the reception classes and in Years 5 and 6. However, there is good teaching in all year groups. Overall, the teaching ensures that all pupils' needs are met at least satisfactorily. There are inconsistencies, however, in the way different teachers plan and use assessment, which produces different rates of learning. Where good use is made of assessments of how well pupils do in lessons, teachers modify future lesson plans so that all pupils are challenged. This pushes learning forward at a faster rate. Some teachers are also successful in setting pupils individual targets that not only help them to improve, but involve them in understanding their own strengths and weaknesses. Where these features of assessment and planning are not as strong, the rate of learning is generally satisfactory rather than good or better and pupils are not sufficiently aware of, or involved in evaluating, their own learning.

Throughout the school, the teaching of English and mathematics is mostly good, with examples of very good teaching in both subjects. The skills of literacy and numeracy are well taught and effectively promoted within other subjects. ICT is taught satisfactorily, but shortages in resources mean pupils do not have enough time or opportunity to practise new skills, so learning is unsatisfactory. Generally, support staff make a good contribution. Strengths were noted in relation to their impact with pupils with special educational needs, supporting numeracy lessons in the juniors and supporting learning for children in reception.

Key strengths in teaching include teachers' good subject knowledge, high expectations, very good relationships with pupils and their use of a variety of teaching methods. The result is that pupils show good effort in lessons, because they are interested in the content and activities provided and want to please their teachers.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All pupils receive a broad range of learning experiences. The national strategies for literacy and numeracy are implemented well, but not all aspects of the ICT curriculum are sufficiently provided for. Learning experiences to promote personal, social and health education are good, as are links with the community to support learning. Limited provision is made to extend learning out of school hours, through extra-curricular activities.
Provision for pupils with special educational needs	Good. Clear targets for improvement are set and pupils' progress toward them is tracked. The good help pupils receive in class and when working in small groups outside the classroom promotes their good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good for moral and social, satisfactory for cultural, but unsatisfactory for spiritual. Pupils are given good opportunities to discuss moral issues, develop social skills and an understanding of citizenship. Whilst pupils' own cultural traditions are promoted well, there are not enough opportunities for them to explore the diversity of cultures in society. While spiritual development is planned for within RE lessons, it is not promoted well in other subjects or assemblies.
How well the school cares for its pupils	Satisfactory. Whilst the ethos is undoubtedly caring, there are weaknesses in assessment and some hazards in the accommodation pose a risk to pupils' health and safety.

The school enjoys a good partnership with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has instigated many improvements since his appointment and provides a clear sense of direction for raising standards and improving provision. The deputy and school management team support the head well.
How well the governors fulfil their responsibilities	Good. Governors play an important role in managing the school and show very good commitment. Overall, they fulfil their statutory responsibilities well.
The school's evaluation of its performance	Led by the headteacher, the school's management has recently acquired an informed view of the school's performance when compared with other schools. This insight is being used productively to steer the course of improvement in relation to raising standards.
The strategic use of resources	Satisfactory. All monies are used for their intended purposes. The use of support staff and ICT equipment is variable.

The adequacy of staffing, accommodation and learning resources is satisfactory, overall. Weaknesses in the accommodation are being dealt with and the school intends to increase resources for ICT. Currently, not enough support staff hours are allocated to the Foundation Stage, but this, too, is to be increased. The school works hard to ensure that it gets the best value from spending and other decisions it makes.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Their children like school.• The teaching is good and their children make good progress.• Children behave well.• The school expects children to work hard and helps them to become mature and responsible.• The school is led and managed well.	<ul style="list-style-type: none">• Written reports on their children's progress.• More extra-curricular activities.

Inspectors agree with all of parents' views; there are certainly clear strengths in the areas mentioned. Improvement is required to annual progress reports, which do not give enough information about pupils' achievements or how they can improve. There is also scope to extend the range of extra-curricular activities which are fairly narrow, compared with many schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On starting school, children's skills are generally in line with what is expected for their age. They achieve well in all aspects of their work and, by the end of the reception year, most reach the expected early learning goals in all six areas of learning.
2. The results of national tests taken by the school's seven-year-olds in 2001 were in line with the national averages in reading and writing and were above in mathematics. In relation to similar schools, however, these results were well below average in reading and writing and below in mathematics. Inspection evidence and the most recent (2002) test results, which are not yet published, show significant improvement, particularly in mathematics. The standards being attained by the current Year 2 pupils are well above average in reading and mathematics and above average in writing. Moreover, the 2002 results strongly indicate that this year the school has performed much better in relation to similar schools. Over time, girls have generally performed better than boys in reading and writing, but there is no significant difference in mathematics. The most recent results show that girls continue to significantly outperform boys in reading and writing and, though to a lesser extent, in mathematics. Inspectors did not find any significant differences between the attainment of boys and girls, but this remains one of the school's priorities for improvement. In 2001, teachers assessed pupils' standards of speaking and listening to be above average; inspection evidence confirms this. Teacher assessments of pupils' standards in science in 2001 were close to the national average. This year, however, standards in science have improved and, by the end of Year 2, are now above average.
3. The results of national tests taken by 11-year-olds in 2001 were in line with the national averages in English, mathematics and science. However, in relation to similar schools, these results were well below average in English and below in mathematics and science. Inspection evidence and the most recent (unpublished) test results show good improvement on those achieved in 2001 and 2000. Whilst, over time (1997 to 2001), pupils' performance in national tests has been broadly in line with pupils nationally, performance in the 2000 and 2001 tests showed decline in all three subjects in relation to the results achieved in 1998 and 1999. The 2002 results indicate that this decline is being checked. Similarly, these results show that the underachievement of boys in relation to girls in English (evident in results for some years) has narrowed considerably, suggesting that the school's strategies to raise boys' achievement in this subject are proving successful.
4. Inspection evidence shows that the current group of Year 6 pupils are attaining standards in English that are above average, overall, being good in speaking, listening and reading and satisfactory in writing. Standards in mathematics are well above average and in science they are above. The school set appropriately challenging targets for Year 6 pupils to achieve in the 2002 English and mathematics tests. These have been met, with some significant increases seen in the proportions of pupils achieving the higher levels in both subjects.
5. Throughout the school pupils achieve standards that are broadly average in art and design, design and technology (DT), geography, history, music, physical education (PE) and RE. Pupils do not achieve as well as they should in ICT and, by the end of Years 2 and 6, standards are below average. This is because:
 - learning experiences in some aspects of the subject are not covered in sufficient depth;
 - pupils do not have enough opportunities to use computers to practise skills; and
 - resources are unsatisfactory.
6. In all subjects, pupils with special educational needs make progress that is similar to their classmates. Pupils' needs are assessed at an early stage, which results in them being set

specific and appropriate targets to achieve. Clear and appropriate work programmes, together with additional, good quality, adult support enables them to achieve well, particularly in English and mathematics.

7. Overall, improvements to standards are looking good, especially in mathematics where the results of Year 2 and 6 pupils continue to rise steeply. Moreover, this good improvement has been noticeable since the appointment of the current headteacher who has made effective use of assessment data to identify weaknesses and plan careful and structured action to raise standards. Whilst pupils' achievement in writing is not as good as it is in other aspects of English, this area remains one of the school's most significant priorities, as does the raising of standards and improvement of provision in ICT.

Pupils' attitudes, values and personal development

8. Pupils enjoy school and this is reflected in their attendance and attitudes to school and work, all of which are very good.
9. Pupils' attitudes have improved since the last inspection. They show high levels of interest and involvement in lessons and other school activities. For example, in a Year 1 literacy lesson, all pupils showed much interest as they listened to the teacher explain how to classify books as fiction or non-fiction. Later, their good attention was evident as they showed much enthusiasm and achieved success in classifying many books correctly. Similarly, in a Year 4 mathematics lesson, pupils were bursting to answer the teacher's questions about ordering different fractions. Pupils say that they enjoy taking part in extra-curricular activities such as athletics and choir and would like to do more. Reception children are developing many positive habits in their learning. They work and play very well together and are very keen to learn; for example, during a music lesson about beat, they listened carefully to their teacher and could hardly wait to play the different instruments.
10. As at the last inspection, behaviour is good and there have been no exclusions in the last year. Pupils are polite and well mannered. Most behave very sensibly at break-times and as they move around the school. Their good behaviour in lessons makes a significant contribution to their achievements. Pupils say that there is a little bullying, but, when it occurs, they are confident that teachers will resolve it. As part of their personal and social education, pupils think about why rules are needed in school and in society; they are involved in devising their own classroom rules and understand why these are necessary. This results in pupils having a good understanding of the impact of their actions on others. Reception children are well behaved and there is little conflict or unwillingness to share, either in lessons or at playtimes.
11. Relationships between pupils and between pupils and staff are very good. Pupils show high levels of respect for the feelings of others. They treat resources carefully and work very effectively with each other. For example, in a Year 5 PE lesson to improve speed and running technique, pupils worked particularly well in competitive groups, but showed good sportsmanship.
12. Pupils develop well personally. They build up confidence and maturity as they get older and respond well to responsibility. This is highly evident in discussions with members of the school council; inspectors were impressed at how seriously class representatives take their work. The group generates many ideas to improve school life and is developing very useful skills of negotiating with their fellow pupils and adults. Monitors and prefects carry out their work conscientiously. Younger pupils deliver messages between classes and distribute and put away equipment. Pupils use their initiative well in learning. This includes homework tasks, where there is often an element of individual research and in fundraising activities for good causes.
13. Pupils with special educational needs are interested in their work and show good levels of concentration in the class and on those occasions when they are withdrawn to work in small groups outside the classroom. They work well with other pupils and their behaviour and attitude to work are generally good.

14. Parents confirm that their children like school. Attendance has improved since the last inspection and is now well above the national average. There is no unauthorised absence and punctuality is good.

HOW WELL ARE PUPILS TAUGHT?

15. The quality of teaching and learning is good and has improved since the last inspection. During the inspection, almost all of the teaching was satisfactory or better, with just over two-fifths being good and a third very good or excellent. A very small amount of teaching was unsatisfactory, but this is not significant. A thorough analysis of a sample of pupils' work in all year groups showed that good teaching is the norm. Although good teaching and learning were seen in all year groups, particular strengths were noted across all areas of learning in the reception classes and in many subjects in Years 5 and 6. The skills of literacy and numeracy are taught well, both in specific lessons and within a range of other subjects.
16. In the reception classes, teaching is always good and it is very good in almost seven out of ten lessons. While teachers have high expectations of children and set them challenging work, their clear understanding of the way in which young children learn means that they match work well to their needs, planning activities that are practically based and relevant. The good range of activities, including play, is thoughtfully organised so that learning in different areas often occurs simultaneously. Given the constrictions of the accommodation, teachers and support staff do very well to achieve this and have become extremely resourceful in making optimum use of the resources and space, both indoors and outdoors. This represents an improvement since the last inspection, when provision for outdoor learning, in relation to its impact on children's physical development, was unsatisfactory. Children now have daily opportunities to work outdoors, which is supporting the development of physical skills well and enhancing learning in other areas such as creative and knowledge and understanding of the world.
17. Reception teachers make sure that there is an appropriate balance between child-chosen activities and those led by teachers and other staff, thereby promoting skills of independence. This is a significant accomplishment, given the restrictions of the very small classrooms which make it difficult to have a wide range of resources constantly available to children. Throughout the day, teachers intervene effectively and continuously to encourage skills of speaking, listening and personal and social development; learning in these areas improves very well, as a result. Similarly, basic skills of literacy and numeracy are promoted very effectively, not only in specific lessons, but also in a wide range of contexts as they occur. The impact of the increased level of support staff, though still limited in terms of hours, is good. Teaching from all adults provides children with a very good start to their education and prepares them extremely well for beginning the National Curriculum in Year 1.
18. In Years 1 to 6, the most effective lessons are characterised by a number of common features. For instance, teachers' good subject knowledge and their effective use of questioning and different teaching methods. In numeracy lessons, for example, teachers spend much of their time on direct teaching to the class and groups and involve many pupils in answering questions and explaining their work. This promotes good learning, particularly of mental arithmetic skills and strategies to help pupils apply what they know about number patterns and relationships to solve problems. The quality of teachers' lesson planning is satisfactory, overall, but inconsistent across the school. Some is extremely brief and does not support learning effectively; for example, when the key learning objectives are not clearly identified and insufficient use is made of assessment to modify or adapt work to pupils' different needs. Learning is more effective where planning has this detail and the work set challenges all groups. Where the lesson objectives are clear and shared with pupils, they are aware what is expected of them and work is more productive. Similarly, when teachers remind pupils of the learning objectives during and at the end of lessons a sharp focus is maintained and pupils' understanding of their learning is enhanced as they evaluate their own progress in relation to them. Some teachers set individual targets for pupils, which is very successful in helping them understand how well they are progressing and what they have to do to improve.
19. Teachers promote very good relationships with pupils. They manage them well and have high expectations of their behaviour and effort. This pays off in terms of pupils' good application to work and the interest they show in what teachers have to say. Pupils enjoy the opportunities provided for them to work collaboratively, for instance in pairs or small groups; learning in these situations

is productive, because pupils respect their teachers and each other. A good example was in a Year 3 RE lesson where pupils worked in groups of five or six to discuss the rules needed in different contexts, such as at the swimming baths, crossing the road and around school. The teacher's expectations that pupils share and discuss their ideas was taken on board well by them, with the teacher intervening productively to support the few who lacked confidence.

20. Teachers' use of support staff is variable. Often they are used well to help pupils with special educational needs and their impact in group work of this nature is always satisfactory and often good. However, too often, support staff are not used effectively during whole-class sessions. Here, many sit without making any significant contribution, for instance in terms of assessing pupils or helping them understand teachers' explanations.
21. The overall quality of teaching and learning for pupils with special educational needs is good. Class teachers, together with the special educational needs co-ordinator (SENCO), write pupils' individual education plans (IEP's), which are of good quality. They contain realistic targets for pupils to achieve that are generally well matched to their needs, thereby providing challenge, but allowing them to achieve success. In class, pupils often receive sensitive support from teachers and other adults, which allows them to take a full and active part in lessons. A good example was seen in a Year 2 literacy lesson, where the teacher's very good use of questioning enabled pupils to make their contributions and take a full part in the class discussion. The special educational needs assistants who work with groups outside the classroom give good support, for example, in implementing specific learning programmes (such as Additional Literacy Support) to boost attainment. In particular, the impact of support staff in helping lower attainers in junior mathematics lessons was especially effective.
22. With the exception of classroom computers, teachers generally use other resources effectively to support teaching and learning. While the teaching of ICT is satisfactory, learning is unsatisfactory because of the reasons mentioned previously. Marking is satisfactory. Work is marked regularly and provides praise for pupils' efforts. While a few teachers also provide pupils with useful pointers about how they can improve, this practice is not widespread and limits the amount of information pupils have on how well they are learning. Some particularly good marking, in terms of annotating children's work, was seen in the reception classes. Throughout the school, homework is used satisfactorily to support work done in class.

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

23. The curricular and other opportunities offered are good. All pupils have access to a wide range of stimulating learning experiences, within a broad and relevant curriculum. The curriculum for children in the Foundation Stage is satisfactory, overall, with strengths in the areas of communication, language and literacy; mathematical development and personal, social and emotional development. In the other three areas, learning opportunities for some elements are hindered only by the lack of space. However, teachers make the best use they can of the facilities that are currently available.
24. The last inspection found that curriculum planning was weak in respect of providing learning experiences for pupils that built on what they had learned previously and in how these experiences were extended or adapted for pupils of different attainment. Although the headteacher and senior management have recently devised new curriculum planning to address these weaknesses, the implementation has been delayed until the beginning of next academic year in response to a request by teaching staff. Consequently, while much work has been done in this area, there is still no effective, whole-school approach to planning and inconsistencies between classes and year groups remain. Provision for extra-curricular activities is unsatisfactory, being limited to pupils in Years 3 to 6 and comprising only of netball, football, rounders and a choir.
25. The school complies with all the statutory requirements of the National Curriculum and follows the Staffordshire Agreed Syllabus for RE. However, the requirement for daily collective worship is not

met. Provision for ICT is unsatisfactory because some important areas of the subject (handling data, control and modelling) are not covered in sufficient depth. Opportunities for pupils to use ICT to support and enhance work in other subjects are also limited. The national strategies for literacy and numeracy have been successfully implemented and are supporting improved standards of teaching and learning. In science, there are many opportunities for pupils to be involved in practical investigations, which have led to an improvement in standards since the last inspection. Swimming lessons are provided for pupils in Years 3 and 4; by the time they leave school, nearly all can swim the nationally expected 25 metres.

26. Provision for personal, social and health education is good, with pupils being given many opportunities to relate to others. There is appropriate provision for sex education, which stresses the importance of warm and caring family relationships. As part of their work in science, pupils are helped to understand and develop good attitudes towards healthy eating and are made aware of the harmful effects of drugs. Circle Time⁴ activities allow pupils to air and discuss social and moral issues or any concerns that they might have.
27. The school is committed to developing the pupils' creative nature and provides opportunities for them to take part in a variety of interesting experiences in music and art. Numerous visitors complement an extensive range of visits. The former have included a poet, a mask maker and a designer, all of whom have worked with the pupils to develop their creative skills. Pupils have opportunities to participate in musical and drama performances, both for parents and members of the community; for instance, the choir performs regularly in churches, senior citizens homes, a hospice and at the annual Burton Music Festival. Year 5 and 6 pupils go on a residential visit to an outdoor pursuits centre, which develops their physical and personal and social skills, as well as providing them with experience of living independently of their parents for a short while.
28. Satisfactory provision is made to ensure that pupils have equal access to the range of educational opportunities provided. However, sometimes, pupils with special educational needs miss parts of lessons and assemblies when they are withdrawn to take part in additional learning programmes. On the plus side, however, a recent monitoring of attainment by gender highlighted the underachievement of boys in reading. In response, the school has purchased more non-fiction books as a means of stimulating and motivating boys' interest in reading. The school provides appropriate learning experiences for all pupils with special educational needs, in line with targets in their IEP's or statement of special need.
29. There are good links with the local community. Contacts with local businesses provide pupils with an insight into the world of work and support their learning in subjects such as science and design and technology. For example, representatives from Severn Trent Water and the Shell Education Project have worked with pupils as part of their science activities. There have also been visits from staff from the National Forest, to work with pupils in developing their knowledge and understanding of environmental issues. The vicar visits each term to lead assemblies and deepen pupils' knowledge and understanding of the Christian faith. There is a growing partnership with other local primary schools; satisfactory links with local secondary schools support Year 6 pupils' transfer.
30. Provision for spiritual, moral, social and cultural development is satisfactory, overall, which reflects the findings of the last inspection. Provision for moral and social development is good and for cultural development it is satisfactory. However, as at the time of the last inspection, provision for spiritual development is unsatisfactory.
31. The potential to promote pupils' understanding of spirituality is not exploited well in assemblies. Music is rarely played and there is no visual focus or time for pupils to reflect. The act of collective worship does not always occur and when it does it is not marked by any special spiritual significance. While there are examples of pupils experiencing spirituality in lessons, these are generally incidental occurrences rather than planned learning experiences. The exception is in RE where spirituality has been planned into the curriculum.

⁴ Where pupils sit in a circle and discuss issues.

32. Provision for moral development is good. The school has various systems to acknowledge and praise good behaviour and to reinforce what is right and wrong. Teachers ensure that the detailed behaviour policy is consistently put into practice, both in lessons and at other times. The school's code of conduct is successfully supported by rules, agreed with pupils, and displayed in classrooms. Pupils are encouraged to raise monies for a range of charities, heightening their awareness of others who are less fortunate. Staff create an orderly environment and help pupils become responsible members of the community. All adults in the school set a very good example to pupils and encourage very good relationships.
33. Provision for social development is good. The staff have worked hard to build up an awareness of the school community where each member is valued and works for the common good. Pupils are expected to care for their surroundings and to take responsibility for classroom equipment. From an early age, they tidy away after lessons with little prompting from the teacher. Across all age groups, pupils are encouraged to work in pairs and in small groups and to undertake simple responsibilities. Opportunities are provided for pupils to show initiative and the school has a flourishing school council that allows pupils to develop a sense of responsibility and maturity.
34. Provision for cultural development is satisfactory. Pupils are given opportunities to develop an awareness of different cultures within a range of subjects. In history, for example, they study the Egyptian way of life and their art. Similarly, in RE, pupils learn about different faiths and their respective traditions and beliefs, such as Islam and Hinduism. Whilst there are relevant learning experiences to reinforce pupils' own cultural traditions, there are still too few opportunities for pupils to explore the diversity of cultures within society.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

35. The school has largely maintained its strong caring provision since the last inspection. It remains successful in providing a positive learning environment where pupils feel valued. Staff know pupils well and are caring towards them. The educational and personal support and advice given to pupils is sound, overall. These factors contribute well to the family ethos of the school.
36. There are good procedures for child protection. The designated officer is appropriately trained and the headteacher is also fully trained and experienced in this aspect. Staff show high levels of care and vigilance at all times.
37. Premises risk assessments are carried out regularly by the headteacher. A few potential hazards are dealt with informally and effectively, but appropriate records are not maintained. Arrangements are made to ensure that all equipment and appliances are periodically tested. Fire drills are carried out regularly. Two teachers are fully trained as first aid officers and the majority of lunchtime and support staff have recently attended basic training. There are some good links with the medical and emergency services to promote health and safety. For example, the school nurse is involved in the sex education programme and the community police officer in drugs education. The fire service visited the school during the inspection and gave a very good presentation to Year 6 about how to deal with emergencies.
38. Procedures to monitor and support pupils' personal development are satisfactory. These are mostly informal and based on staff's good knowledge of pupils. Teachers provide effective support and advice in their day-to-day contact with pupils. Opportunities are also taken at parental consultation evenings to discuss any issues and there is good information in pupils' annual reports about their personal and social development.
39. The school is aware of the need to improve assessment procedures and how it uses assessment information to raise standards and pupils' achievement. Work has already begun on this, but, currently, weaknesses remain, as were noted by the last inspection. The use of national and other tests for infants and juniors are firmly established and analysis of the results gives a useful overview of progress, especially in English and mathematics. This has been used well to set targets and guide curriculum planning to raise standards in areas where pupils have not performed as well as they might. The use of assessment to track individual pupils' progress and to set them

targets for improvement is at an early stage, however. In many subjects, assessment to help judge the amount of progress pupils make in relation to learning objectives is inconsistent between teachers.

40. Satisfactory records are kept to show the progress of pupils with special educational needs and regular reviews and assessment against their targets inform the planning of learning experiences and targets. Good use is made of available support from outside agencies to supplement the care the school provides.
41. Procedures to monitor and improve attendance are good. The headteacher regularly checks registers and involves the educational welfare service where necessary. Holidays during term time are actively discouraged and parents are regularly given reminders about the importance of good attendance and punctuality to their children's learning.
42. Procedures for monitoring and promoting behaviour are good. Appropriately detailed records are maintained of any incidents of misbehaviour. On the rare occasions there are problems, pupils are given good opportunities to reflect on their behaviour. Good use is made of merit points and certificates to promote good behaviour. Juniors are given a merit award for qualities such as 'positive attitude', 'kindness' or 'exemplary behaviour'. Provision of personal and social education programmes gives pupils good opportunities to reflect on their behaviour and to think about and discuss relevant issues such as bullying.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

43. Parents have a sound opinion of the school, overall. The positive views expressed at the parents' meeting and on the returned questionnaires show that they have confidence in the school and its staff, which is a similar situation to that found by the last inspection. However, nearly half the parents replying to the questionnaire expressed disappointment with the range of activities outside lessons. While inspectors appreciate the pressures on teachers volunteering their time for these activities, in most other schools of this size much more is usually offered. Approximately one in four of parents is also disappointed with information they receive about their children's progress and feel that the school does not work closely enough with them.
44. The quality of information in annual progress reports is unsatisfactory and parents are right to be unhappy with them. Reports do not provide enough information to parents about what their children do, or do not, know or understand. Moreover, some of the improvement targets set at the end do not feature in the body of the report and much educational jargon is used, which is often confusing to a lay reader. The computer-based system is not being used effectively and results in a considerable number of statements that are grammatically incorrect and wrongly punctuated. Parents feel that the system used results in reports that are impersonal. Information in the school prospectus is very helpful and includes much detail about the curriculum and school policies. Parents also receive good information about forthcoming work in the curriculum, for instance the topics of study for the term. Regular information evenings have included a focus on mathematics and informing parents about national tests.
45. The school enjoys good relationships with parents and welcomes them into school. There is plenty of well-organised support from parents who help with activities such as listening to readers, preparing materials and helping pupils with practical work. The 'Friends of Belmont School' organize social and fundraising events, which have helped the school purchase resources such as audio-visual equipment and supported the funding of out-of-school visits. The headteacher is keen to know of and respond to parents' views and, since his appointment, has canvassed their opinions.
46. Parents of pupils with special educational needs are regularly informed about their children's attainment and progress at parents' evenings or when they come into school. When appropriate, they are invited to 'review' meetings to discuss their children's progress and future targets for their learning. Parents have access to their children's IEP and can have a copy, if they wish.

HOW WELL IS THE SCHOOL LED AND MANAGED?

47. The quality of leadership and management provided by the headteacher is very good and is one of the school's strengths. The head has a very clear insight into the school's strengths and weaknesses and provides very effective direction for school improvement. He has accomplished much since his appointment, dealing effectively with outstanding issues from the previous inspection and placing improved pupil standards and teaching quality at the heart of the school's priorities. The headteacher's instigation of a thorough analysis of pupils' results in the Year 2 and Year 6 national tests has provided staff and governors with clear interpretations of how well the school is doing in relation to other schools. This improved view of the school's performance is underpinning the team approach to raising standards.
48. Improvements to teaching and learning are being supported by the headteacher's effective monitoring of these aspects. This role is to be extended to the deputy and subject co-ordinators in line with the school's priorities to raise standards. Previously identified weaknesses in planning have been tackled, although the implementation of the revised system has been postponed until the beginning of the new academic year. Whilst the headteacher is keen and proactive in dealing with issues, this postponement shows that he is also able to 'take a step back' to consider the views of staff, many of whom were finding it challenging to cope with the number of improvements being implemented since the headteacher's appointment a year ago. Improvements have occurred recently to the previously identified weaknesses in assessment systems, but these are ongoing and rightly remain a priority for development.
49. The headteacher is given very good support by the deputy, assistant headteacher and management team. All have very clear roles and responsibilities and carry these out effectively. The team meets regularly with clear agendas, based primarily on raising standards and improving provision. Their work has had a good impact on supporting the improvements that have occurred recently. Subject co-ordinators are competent and many provide good role models for teaching in their area of expertise. All support colleagues informally and some have had the opportunity to provide support by observing colleagues' teaching or working alongside them. However, many co-ordinators are still not sufficiently involved in rigorous checks on the quality of teaching and learning in their subjects.
50. The Foundation Stage manager leads the department well and has a clear vision for improving standards and provision. This includes, not only, the obvious benefits that will occur when the reception classes transfer to the new buildings in terms of increased space and improved resources, but a well-founded conviction of the crucial role of assessment and support staff in promoting improved teaching and learning. The SENCO provides good leadership and has instigated a number of improvements since the last inspection. Pupils' needs are identified quickly and their progress monitored frequently. Regular meetings with teachers and staff supporting these pupils keep them and the SENCO informed. Support staff's work is regularly monitored to ensure that it is having a beneficial impact on pupils' progress.
51. Governors' involvement in the strategic management of the school has improved considerably since the last inspection and is now very good. The governors are a highly committed group, meet frequently and are well informed about the school's strengths and areas where improvement is needed. Effective links between individual governors and specific subjects have been established, including governors observing lessons and meeting with co-ordinators to get a realistic feel for what is happening in school. Governors have been involved in a wide range of training, which supports their position of acting as a critical friend to the school. This has included performance management and resulted in governors setting the headteacher challenging targets, with improving standards being a central principle. Governors are involved in the formulation and regular evaluation of the school's improvement plan, which is another aspect of management that has improved since the last inspection. The plan is now much better than it was in 1997. Each subject has a clear action plan and the targets for improvement and criteria for measuring the extent of this are useful.
52. The school's finances are very carefully monitored and controlled. Spending is closely linked to the stated priorities, with governors exercising their strategic overview of the school's financial planning very effectively. Specific grant funding is appropriately allocated and money provided for special

needs pupils is effectively used. The finance committee monitors the budget closely and has a clear plan of projected spending for the future. The school does everything possible to ensure that it gets the best value from the spending and other decisions made. Day-to-day organisation is good and the school is planning to make much more use of ICT systems to support this, for example, in relation to monitoring attendance and improving systems to support assessment and the tracking of pupils' progress.

53. The school has a satisfactory number of teachers and support staff, with the latter having increased in number since the last inspection. However, support staff have a fairly limited role in planning and assessment and there is hardly any time for them to liaise with teachers, for instance, to be sufficiently briefed about the work they are to undertake or to inform teachers about what they have observed while working with pupils. Support staff hours in the reception classes are insufficient, but the current part-time support is to be increased to full time in September. The school provides well for the induction of newly qualified teachers, ensuring that they receive their full entitlement in terms of support and further training. Procedures to appraise teachers' performance regularly have been implemented well and are supporting the identification of good practice and of where more training is needed, both for the staff as a whole and for individuals.
54. As at the last inspection, accommodation remains unsatisfactory. However, new buildings are currently being constructed to remedy the previously identified deficiencies. Currently, while there is still no library or ICT suite, which hinders learning in relation to research and study skills; these resources will be provided when the building work is complete. Throughout the school, storage space is limited, as is access for wheelchair users. In the playground and outdoors, there are several holes, loose flags and uneven surfaces. Governors have been informed about the potential risks to pupils' health and safety in a number of areas. Inside and outside classrooms, stimulating displays of pupils' work enhance the accommodation.
55. Resources are satisfactory, overall, but are good for geography and PE. Although resources for outdoor learning for reception children have improved since the last inspection, these are still insufficient, as are resources for these children to work in sand and water. The school is aware of the need to improve resources for the Foundation Stage and has allocated extra money this year.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. The school should now:

i. Raise standards in information and communication technology⁵ by:

- improving resources, so that pupils have more opportunities to use ICT and practise skills;
- ensuring that all aspects of the subject are taught in sufficient depth;
- ensuring that teachers make better use of classroom computers and ICT, in general, to support work across the curriculum; and
- implementing an assessment system for ICT.

(Main paragraphs 5, 23, 112-116)

ii. Ensure that consistent systems for planning and assessment are used by teachers to promote consistency of learning between classes and different groups of pupils⁶.

(Main paragraphs 18, 24, 39 and in subject sections in part D of the commentary)

iii. Improve provision for pupils' spiritual development by:

- providing training to ensure that all staff understand how spiritual development can be planned for and promoted across the curriculum; and

⁵ This is one of the school's priorities for improvement.

⁶ Work is already underway on these aspects.

- making better use of assemblies to promote this aspect, including ensuring that the legal requirement to provide a daily act of collective worship is met.

(Main paragraphs 30 and 31)

iv. Improve the quality of annual written reports to parents about their children's progress by:

- ensuring that they tell parents what their children know and can do and what they have to do to improve;
- eliminating educational jargon, so that reports are clear and understandable;
- providing rigorous checks on reports before they go out to parents to ensure that they make sense grammatically and are correctly punctuated; and
- reviewing the effectiveness of using ICT-based statement banks in terms of producing reports that are personal and individual to each child.

(Main paragraph 44)

In addition to the key issues above, governors should consider the following less important weaknesses for inclusion in their action plan:

- address the health and safety issues identified in the report and elsewhere (37, 54);
- improve co-ordinators' role in monitoring standards and the quality of teaching and learning in their subjects (49);
- improve provision for extra-curricular activities (24, 43);
- improve provision for multicultural education (34);
- ensure that organisation for providing group work for pupils with special educational needs does not exclude them from assemblies or result in them regularly missing parts of the same lesson each week (28); and
- improve pupils' library and research skills (75, 80).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	76
Number of discussions with staff, governors, other adults and pupils	38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	24	32	17	2	0	0
Percentage	1	32	42	22	3	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	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	434
Number of full-time pupils known to be eligible for free school meals	30

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	89

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	24
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence

	%
School data	4.4

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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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
		2001	31	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	25	27
	Girls	27	27	28
	Total	53	52	55
Percentage of pupils at NC level 2 or above	School	90 (90)	88 (86)	93 (97)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	27	28
	Girls	27	27	27
	Total	53	54	55
Percentage of pupils at NC level 2 or above	School	90 (93)	92 (97)	93 (86)
	National	85 (84)	89 (88)	89 (88)

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
		2001	24	33

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	17	23
	Girls	29	29	33
	Total	44	46	56
Percentage of pupils at NC level 4 or above	School	77 (80)	81 (80)	98 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	19	20
	Girls	29	29	30
	Total	45	48	50
Percentage of pupils at NC level 4 or above	School	79 (83)	84 (88)	88 (88)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	367
Any other minority ethnic group	5

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16
Number of pupils per qualified teacher	27.1
Average class size	29

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	175

FTE means full-time equivalent.

Exclusions in the last school year

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

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

Financial information

Financial year	2001/02
	£
Total income	778,523
Total expenditure	799,645
Expenditure per pupil	1,855
Balance brought forward from previous year	46,165
Balance carried forward to next year	25,043

Recruitment of teachers

Number of teachers who left the school during the last two years	4.4
Number of teachers appointed to the school during the last two years	2.9
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate: 46%

Number of questionnaires sent out	434
Number of questionnaires returned	200

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	4	1	0
My child is making good progress in school.	57	35	5	1	2
Behaviour in the school is good.	31	60	5	1	4
My child gets the right amount of work to do at home.	21	64	13	2	1
The teaching is good.	43	54	2	0	3
I am kept well informed about how my child is getting on.	26	49	21	3	2
I would feel comfortable about approaching the school with questions or a problem.	52	41	6	2	0
The school expects my child to work hard and achieve his or her best.	52	47	1	0	1
The school works closely with parents.	16	56	25	2	2
The school is well led and managed.	24	67	2	0	7
The school is helping my child become mature and responsible.	34	62	3	1	2
The school provides an interesting range of activities outside lessons.	7	31	33	15	15

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

57. Children begin school in the September of the academic year in which they turn five. Currently, 60 are in the school's three reception classes; all but one child attend full time. Progress in each of the six areas of learning is at least good and in personal, social and emotional development, communication, language and literacy and mathematical development, it is very good. By the end of the reception year, most have achieved the expected early learning goals in all six areas and approximately a third exceed them. This represents good improvement since the last inspection when physical development was judged unsatisfactory, due to the lack of facilities for outdoor learning, including unsatisfactory resources in this area.
58. The good and very good progress children make results from high quality of teaching and thoughtfully planned learning experiences, including improved provision for outdoor learning. Teaching is always at least good and much is very good. Teachers' planning is thorough and makes effective use of regular assessments to support the planning of future lessons. Work is challenging and relevant to children's experience and stage of development. Children with special educational needs are supported very well and progress at the same rate as others. There is good teamwork between all adults, with support staff making a valuable contribution to teaching and learning. Very effective relationships exist with children's parents. Regular opportunities to speak with parents at the beginning and end of each day ensure that there is a good exchange of information.

Personal, social and emotional development

59. Teaching and learning are very good. Teaching constantly reinforces good behaviour, listening skills, caring for others and respecting people and property. Teachers and other adults are good role models, treating the children and each other with courtesy and respect. They really listen to the children and speak clearly and gently to them, making them feel safe and promoting their self-esteem. Songs, stories and rhymes are an integral part of each day and are effective in reinforcing right and wrong behaviour. Staff are welcoming and caring, which helps children feel secure. At the beginning of each day, children come into school happily and are confident to leave their parents and carers.
60. Effective organisation ensures that children learn the rules and routines of everyday life at school, such as answering the register, playing out, having their lunch with others and attending assemblies. They are taught to consider the needs of others, for example, through activities that require them to share and take turns. As they get older, children's attention span and concentration increases. In many lessons, they listen with good interest to teachers and work for quite long periods independently. Staff promote children's skills of independence well, providing regular opportunities for them to make choices about activities and the resources they will use. Children have learned to cope well with aspects of personal care, such as undressing for PE lessons and washing their hands after visiting the toilet. They co-operate well together in team games in PE lessons. Teaching and learning experiences in this area are preparing children very well for the next stage of their education and for life beyond school.

Communication, language and literacy

61. Children's skills develop well because teachers are very good at providing a wide range of learning opportunities that promote them effectively. Speaking and listening skills are constantly developed throughout the day as well as in specific activities. For example, when children are asked to talk about their work or the things they have done at home.
62. Colourful and stimulating texts are used to teach early reading skills and promote children's very good attitudes to books. When sharing books together as a class or in smaller groups, teachers

are adept at modifying their questions to different children so that all are challenged and able to participate at their own level. Very effective teaching about letter sounds and names and of how these are put together to form words promotes reading and writing skills extremely well. For example, in one lesson, the teacher used a bag full of objects that began either with the sound 's' or 'sh' to help children discriminate between these, both aurally, as they were said, and visually, as the teacher listed them on the board. Children were then able to sort the objects into two sets on this basis. All children's learning progressed well, including higher attainers who rose to the challenge of identifying these as final sounds in words. A visit to the public library was highly effective in promoting good attitudes to books, with the teacher and support staff losing no opportunity to reiterate the teaching of basic skills. Their conversations with the children as they shared books with them, included the promotion of key skills such as asking children to predict what the story might be about from the front cover and asking them to check the 'blurb' to help them make choices. In response to the latter, many children instantly turned to the back cover.

63. Higher and average attainers recognise many common words by sight and use their knowledge of letter sounds to help them read and write. They write words and short phrases independently, applying what they have learned about letter sounds very well and developing ideas sequentially. For example, one child wrote *'I wet to the pk wiv my mummy and my dad'*. Teachers constantly draw children's attention to print, spelling patterns and rhymes in words, which raises their awareness, curiosity and improves their literacy skills. For instance, in one lesson, the teacher pointed out the spelling pattern in the words *red; bed, Fred; fed, and Ted*. Children were also able to say that people's names needed a capital letter. Involving children in creating an 'environmental print' wall, where the wrappers and containers of a variety of brands of sweets and foodstuffs are displayed alongside carrier bags showing the names of well-known supermarket chains, is another example of how children are made aware of print around them and are introduced to reading for meaning. This work is particularly effective in supporting the learning of lower attainers, as is the provision of writing materials in role-play areas. Here, lower attainers were seen spontaneously writing their names and copying some of the captions around them. By the end of the year, most children have gained good pencil control and produce well-formed letters.

Mathematical development

64. Children make very good progress. In a range of specific and everyday contexts, teachers provide activities and tasks that promote basic number skills very effectively. Tasks are interesting, relevant and challenging. For instance, in one lesson the teacher made very good use of resources including a number stick and a 100-square, to promote counting skills. As a result, children were able to count briskly forwards and backwards, in ones and twos, to 20. Many were able to answer mental addition questions such as *'What is 10 more than 70, or 20 more than 50?'* counting on in their heads or using the 100-square as a source of help. Methods that capture children's interest are used well to develop numeracy skills. Such as when subtraction was demonstrated using magnetic fish, a large poster of a penguin and a mischievous cat! Teachers constantly involve many children in answering questions and ask them to explain how they work out answers. This helps children to understand more fully and exposes them to the different strategies that can be used to achieve the same answers.
65. Children's knowledge of number is further consolidated as teachers ask them to make estimates, for instance of the number of objects they are holding in their hands. Children contribute to the construction of class tally charts and graphs and, in so doing, learn how large amounts of information can be displayed. Children are taught how to make simple recordings of their work, which makes sense to them since it follows on from many practical activities. For example, after sorting objects into sets, they can write $4 + 0 = 4$ to depict the number of objects in each set and in total. Rhymes and songs that promote counting and understanding of addition and subtraction are a regular part of daily practice. Children also have a good understanding of other mathematical ideas such as shape, pattern and measure through engaging in practical tasks such as bead threading, jigsaws, creative art activities and working in the sand and water. For example, they compare objects of different lengths and say whether containers are full, half-full or empty. In an art activity, children showed that they recognised many common shapes such as squares,

rectangles and circles; the teacher built on this learning by introducing the term cylinder and talking about the properties of this shape.

Knowledge and understanding of the world

66. Children make good progress in this area. Early scientific skills are developed as they use their senses to describe the taste, touch, smell and appearance of different fruits and vegetables. They correctly name a variety of body parts and make comparisons between each other's appearance in terms of eye colour and hair length, colour and style. Based on their current topic of minibeasts, children have learned to name the various body parts such as the head, thorax and abdomen. In a lesson that took the children outdoors to search for minibeasts, the teaching was good. The teacher provided clear instructions about how the children should treat these creatures and drew on work done previously in class, to show them exactly where minibeasts like to hide, and to pinpoint their various body parts. While the children were interested, the lack of additional adult support meant that occasionally their attention wandered and not all were as 'tuned in' as they could have been to the teacher's interesting explanations.
67. Early geographical skills are fostered well as children learn about people in the community who help them and their sense of history develops when they talk about significant past experiences in their lives. Children's ICT skills are also being promoted very well. Teachers endeavour to ensure that lessons include relevant ICT links and that the laptop computers they have are in regular use. Consequently, children show good control in using the mouse to make things happen and are familiar with a range of programs, many of which support skills in literacy and numeracy. While ICT resources are used very effectively, the small machines pose some problems for children in terms of the additional challenge they present in relation to their, still, developing physical skills.
68. Children work enthusiastically and creatively with commercial construction equipment to make recognisable models such as cars and houses. Teachers often take such resources into the outdoor area because classroom space is so restricted and this works well in good weather. Other design activities have included children making sandwiches with different fillings and making a plan for a house, which they later constructed, using reclaimed materials. Religious education is provided and, in different sized groupings, children regularly take part in collective worship.

Physical development

69. Standards and provision in this area have improved since the last inspection. The school is addressing the continuing deficiency in resources and more will be available when the children move to the new building. Access to outdoor learning is planned for all children. All now have regular opportunities to consolidate physical skills in this context, for instance, by peddling and manoeuvring wheeled toys such as tricycles and prams and negotiating slopes and bends as they do so. The benches and wooden train give children the chance to balance and to crawl through openings whilst inventing creative scenarios as they play, gaining confidence to try new things. Teachers work hard at using the outdoor area to compensate for the limited space indoors. For example, they have moved sand and water play outdoors, some of the creative artwork and role-play. This shows careful thought as to how to improve the learning opportunities, but the lack of adult supervision in the afternoon means that the potential of these activities is not always capitalised upon sufficiently. In specific PE lessons, skills in throwing, catching and balancing develop well. This was seen in a good lesson where children practised games skills, balancing and controlling beanbags, hoops and balls and learning skipping skills. Children show good awareness of the space around them and consider others as they move around the hall.
70. Specific tasks planned to develop children's small movements include tracing, cutting and work using crayons, brushes, malleable materials and various tools to make marks and patterns. Children are taught to hold writing implements correctly and to work in a controlled way. They relish these activities and work hard at them, with good results in terms of becoming more dextrous as they get older.

Creative development

71. Children's artistic and imaginative skills are being developed satisfactorily and music skills are developing well. While teachers try hard to give children a range of opportunities to show creativity

through art and imaginative play, limited space and resources hinder what they are able to provide. Constant access to art and craft activities is not possible within the confines of the small classrooms and while role-play areas are provided, these are extremely small. The range and quality of clothes for 'dressing up' is inadequate. Nevertheless, in role-play areas, children show a good level of interaction as they adopt different characters. For instance, in the class shop, children taking the part of shoppers and shopkeepers conduct relevant conversations; examples include: "Would you like some fresh eggs?" and "I need some toothpaste, what sort have you got?"

72. Children have good opportunities to sing, use musical instruments and explore sound through listening and performing activities. In one lesson, they listened with obvious enjoyment to the piece *Ma Mere* by Ravel, moving their bodies in response to the music, and its changes, and later trying hard to explain how it made them feel. Some comments were extremely perceptive, for example, 'It sounds like Chinese music'; 'it's quiet'; 'it makes me feel sleepy'. Children rise to the challenge of singing the quite complex song *Hermaphrodite Rap*, remembering the words and tune well and clearly showing through their physical response, their appreciation of the rhythm. In this lesson, the teacher's very good subject knowledge and enthusiasm enhanced the learning experience and children's progress.

ENGLISH

73. By the end of Years 2 and 6, standards are above average. This represents an improvement in relation to the results achieved in the national tests taken by pupils in these year groups in 2001. From an average starting point on entry to the school, progress by the end of Year 6 is good, overall. During Years 1 and 2, pupils achieve well in reading and satisfactorily in writing. During Years 3 to 6, progress is satisfactory, overall, but is particularly good in Years 5 and 6. Good teaching in most year groups is promoting better learning, and standards are beginning to rise as a result. Other factors influencing the rise in standards include the school's good implementation of the National Literacy Strategy; effective promotion of literacy skills in subjects other than English and good leadership from the co-ordinator.
74. By the end of Year 2, pupils have developed an enthusiasm for books and most read fluently and accurately. Careful teaching of letter sounds and patterns gives them confidence and appropriate skills to read words they do not immediately recognise. Higher and average attainers read expressively and lower attainers, although often hesitant, try hard to incorporate expression when they read. These pupils can say something about the content and characters of the stories they read, showing that they are beginning to read for meaning. Higher attainers speak confidently, giving good detail when talking about the story and characters in books or their reading preferences. Knowledge and skills in using non-fiction texts are developing steadily; most know that the contents page is used to locate information and higher attainers know the function of an index and glossary.
75. By the end of Year 6, most pupils are fluent and expressive readers who demonstrate good understanding. In talking about books, they summarise stories very well, making references to the text to enhance their explanations. Most pupils identify a favourite book and author, saying what it is that they like about them and talking confidently about different styles of books. While pupils have developed some skills to find information from books, CD-ROM encyclopaedia and the Internet, these are not well developed. Most have very limited understanding of how books are organised in libraries and cannot explain how to find information about a given topic by using a library classification system.
76. Most Year 2 pupils are beginning to write extended sentences using simple connecting words such as 'and', 'but' and 'then'. Some higher attainers are including expressive words and phrases to make their writing more interesting such as 'terrified'; 'overjoyed'; and 'amazed' and 'nice warm bed'; 'big roaring sound.' Correct use of punctuation is inconsistent for lower attainers, but higher and average attainers punctuate work satisfactorily. Pupils write for a good range of purposes, including: labels, poems, letters, stories and information. For example, in Year 2 they prepare fact sheets about a minibeasts. Overall, while the writing of lower attainers develops satisfactorily, it is

below average by the end of Year 2. Their sentences are simple and short, but are beginning to include descriptive words. Spelling skills are developing satisfactorily. Higher attainers in Year 2 spell common, regular words correctly and make good attempts at more complicated ones. Others develop a satisfactory knowledge of how to spell common words. Good progress is made in handwriting and most pupils form letters accurately and neatly.

77. By Year 6, pupils structure different types of writing well. They produce newspaper articles; evaluations; letters; stories; interviews; poetry; diaries; and information texts. Skills are also promoted well in other subjects. In history, for instance, pupils have written a diary of their life as a child in World War Two, and created a newspaper report about a fire in Swadlincote in 1926. In design and technology, they have written a good account of how they made fairground models and in science they write about an investigation into the earth spinning on its axis. Pupils have written from the viewpoint of different characters in fiction, such as Mr. Bumble in *Oliver Twist* and made good efforts at writing in the style of famous poets such as T.S. Elliot. Issues, such as the opening of McDonalds and keeping animals in zoos have been explored in writing by Year 4 pupils and this has given them good opportunities to write from different viewpoints. A persuasive style is evident in leaflets written by Year 5 aimed at getting parents to send their children to Belmont School. In Year 6, pupils' study of the characteristics of '*quest/adventure*' stories has led them to write their own stories in this style. This work shows good use of expressive sentences and techniques designed to keep a reader interested. Their writing also shows good application of a broader and more interesting range of connectives. Most average and higher attainers also regularly extend their work by using more expressive and interesting phrases such as, *winds howling like a wolf*. Punctuation is used consistently well by most pupils, but not by lower attainers. Spelling for all but the lower attainers, is at a satisfactory level and handwriting is mostly correctly formed and easily readable.
78. Pupils make good progress in developing speaking and listening skills. Most Year 2 pupils listen carefully to teachers and each other. They are confident to answer questions and give explanations, for example, in mathematics when they explain their strategies for working out problems. Teachers are aware of the need to extend pupils' speaking skills and promote this well. For example, in a Year 1 art and design lesson, the teacher's questioning improved the, initially, short evaluative comments to ones that were more descriptive and detailed. Most Year 6 pupils speak confidently and in extended sentences. In one lesson, where pupils were discussing '*quest*' stories, most offered constructive opinions on the characteristics of this type of story. Lower attainers were a little more hesitant, using shorter sentences or phrases that did not include as much detail, but the teacher's questioning was good and helped these pupils to extend their comments.
79. All teaching is at least satisfactory and about half is good or better. Teaching is particularly effective in Years 5 and 6 where pupils' learning gets a real boost. An effective feature of most lessons is teachers' stress on the correct use of language and their questioning of pupils to check their understanding. Relationships with, and management of, pupils are good and praise is used effectively to encourage and raise pupils' self-esteem. The best lessons move at a brisk pace that maintains pupils' interest and challenges all. Weaknesses in lessons that were satisfactory, overall, included some lack of challenge for higher attainers and a generally lower expectation of what pupils can achieve, including standards of presentation. Opportunities for pupils to use ICT, to support literacy skills, for example through research tasks and drafting and editing writing, are not exploited enough.
80. The school has already identified the weaknesses that exist in assessment systems and the English and assessment co-ordinators are working on improvements. Resources are satisfactory, overall, but the lack of a library seriously hampers the development of pupils' library and independent research skills.
81. Overall, improvement since the last inspection has been satisfactory, although there has been good improvement during the last 12 months. The co-ordinator provides a very good model for teaching, but her role in monitoring standards of teaching and learning is not extensive enough.

She has identified appropriate areas for further improvement and shows a great commitment to the continued improvement of pupils' standards.

MATHEMATICS

82. Pupils achieve well. By the end of Years 2 and 6, standards are well above average. For both age groups, this represents good improvement since the last inspection. There are no significant differences in the attainment of boys and girls. Pupils with special educational needs also make good progress in relation to their prior attainment. A small number of higher attaining pupils are given good opportunities to work at advanced levels, normally expected of Year 9.
83. Good lesson planning and teachers' promotion of mathematical vocabulary are important factors in the good progress being made by pupils. By the end of Year 2, pupils calculate fractions of whole numbers and understand the value of each digit in a four-figure number. They represent data that they have collected in the form of block graphs and use these to answer questions. In work on shape, they classify two-dimensional shapes by their individual properties and show good understanding of reflective symmetry.
84. During Years 3 to 6, good progress continues. In Year 3, pupils represent data in tally charts and quickly multiply numbers by ten. In Year 4, pupils show good knowledge of shape by explaining the difference between isosceles and equilateral triangles. They use their knowledge of inverse operations to solve and check number problems, for example, explaining that 5 multiplied by 6 equals 30 and therefore, 30 divided by 6 must equal 5. Higher attainers in Year 4, demonstrate a good level of understanding when calculating the value of fractions, for example, explaining that one tenth of a metre is 10 centimetres. When working on fractions, decimals and percentages, Year 5 pupils understand that ten per cent is the same as 0.1, which is the same as one tenth. They calculate the area of various shapes by using the formula, length multiplied by width equals area. By Year 6, pupils are competent in changing improper fractions to mixed numbers and reducing fractions to their simplest form. They collect data and illustrate their findings in the form of line graphs. They understand the use of factors and identify them in different numbers. They discuss their work sensibly and give logical explanations of how they arrived at their answers.
85. Teaching is good, overall, with examples of very good teaching in both the infants and juniors. Teachers have very secure subject knowledge and use this well to plan lessons and provide clear explanations and demonstrations. Lessons move at a brisk pace with well-timed changes of activity that maintain pupils' interest and involvement. For example, in one lesson, pupils made very good progress in their understanding of the use of calculators, factors and prime numbers because activities were well structured, incorporated a good degree of challenge and were enhanced by the teacher's own enthusiasm. Most teachers share the learning objectives with pupils to ensure that they understand the purpose of lessons. Some return to these at the end so that pupils can be involved in evaluating their own progress, which gives them a good insight into their learning. A good feature of many lessons is the high level of pupil participation in answering questions and explaining strategies. Teachers use subject-specific vocabulary and expect pupils to do the same. Resources are used well and ensure that practical activities are successful. Teachers make good use of adult assistance in class and this works particularly well in the juniors.
86. The National Numeracy Strategy has been implemented well. Numeracy skills are also promoted well in subjects other than mathematics, such as in geography, science, art and design and design and technology. For instance, Year 4 pupils carried out a litter survey and recorded their results on a tally chart, which they then used to produce graphs that they interrogated to determine relevant information. In art and design, pupils focus on pattern and shape, while in design and technology they recognise the need for exact measuring. The use of ICT to support mathematical learning is not exploited sufficiently.
87. In addition to improvements to standards, progress and teaching, other improvements since the last inspection include the school's provision for data handling and opportunities for pupils to use and apply mathematical knowledge and skills to solve real-life problems. Assessment is used effectively to plan future lessons and to identify any specific areas of mathematics where pupils are not achieving as well as in others.

88. The subject is being managed satisfactorily and some good use is being made of local education authority support to improve provision. The headteacher has monitored teaching, but there are inconsistencies in marking that have not been identified because the analysis of pupils' work has not been regular or systematic.

SCIENCE

89. All pupils achieve well and by the end of Years 2 and 6, standards are above average. This represents good improvement since the last inspection and results from good quality teaching and pupils' positive attitudes to the subject. Teachers prepare lessons thoroughly, have secure subject knowledge and emphasise the importance of learning through carefully structured practical activities. Teachers high expectations of pupils' behaviour and of what they can achieve are seen in the challenging and interesting work they set for them.
90. During Years 1 and 2, pupils have many opportunities to be involved in practical work, which supports their understanding and promotes experimental and investigative skills well; the basic skills of close observation and description are taught effectively. This was evident in a Year 1 lesson in which pupils identified different stages of plant growth, which they then recorded in a simple diary. The practical nature of the work helped pupils understand the conditions for healthy plant growth. By Year 2, pupils have learned how to handle a variety of simple scientific equipment carefully and safely and to take part in discussions about scientific ideas. A good example was when they were discussing the similarities and differences between human beings. The lesson effectively built upon previous work, so that pupils could bring their prior scientific knowledge to support their learning. There is strong emphasis given to teaching pupils the basic skills of carrying out an investigation and in using correct scientific vocabulary to communicate their findings. Consequently, most Year 2 pupils show good skills in carrying out a simple, fair test, with the help of their teacher.
91. During Years 3 to 6, pupils learn how to handle a wider variety of scientific equipment and resources. Teachers continue to emphasise the basic investigative skills and different ways to record results. They make good use of questioning to explore and develop pupils' knowledge and understanding of scientific ideas. A good example was seen in a Year 3 lesson on finding out how rocks can be grouped according to their observable characteristics. As in many lessons, the teacher's enthusiasm inspired pupils, resulting in them enjoying the tasks set and completing a good amount of work in the time allowed. Pupils are given many opportunities to work collaboratively and to find out information for themselves, which supports their investigative skills. This was evident in the work completed by Year 6, in investigating how the temperature of water affects dissolving. Pupils effectively used their numeracy skills to take accurate measurements and create a line graph showing the speed at which sugar dissolves in water of different temperatures. By the time they are in Year 6, most show good ability in identifying the need for a fair test and are able to plan and carry out investigations independently of the teacher. They communicate their findings clearly, using correct scientific vocabulary and record their ideas in a variety of formats.
92. Throughout the school, there are few opportunities for pupils to use ICT to enhance their work and this is recognised as an area of development. The co-ordinator has a clear view about how to improve provision and standards. Assessment procedures are not effective enough, for example, to enable the setting of individual targets for improvement.

ART AND DESIGN

93. All pupils make at least satisfactory progress and by the end of Years 2 and 6, standards are at least in line with what is expected of pupils. This represents a similar picture to that found by the last inspection. Three-dimensional work is satisfactory, but is less developed than work in two dimensions.
94. By Year 2, pupils work with a range of materials. They create simple portraits in pencil, pastel and paint and their work shows a developing understanding and application of the artistic elements

of line and tone. Pupils make quite realistic observational sketches of natural objects or still-life arrangements. They combine different media, such as paint, paper and various materials, to create interesting, textured pictures. This was demonstrated well in the water-theme work produced by Year 2. Working co-operatively, pupils learn how to plan and execute a large-scale work such as the collage of Swadlincote High Street. Year 1 pupils have created some natural material collages and this work was extended into making natural material sculptures, both of which are of a high standard.

95. By Year 6, pupils satisfactorily use different techniques and media in observational and imaginative work. In some work, pupils' good use of tone is effective in creating a warm and rich feeling to paintings. Three-dimensional work is limited, however, and is mainly based on the use of paper or card, although in Year 4 these materials were used well when pupils made 'chair sculptures' whilst working with a visiting artist. Pupils know the work of some famous artists and are aware of art from other parts of the world, such as Japan, Australia and Mexico. For instance, in Year 4, pupils create imaginary pictures of journeys, based on the work of Aboriginal artists. However, this type of work and pupils' knowledge of non-Western European artists are limited. Pupils use the styles of famous artists such as Lowry and Seurat to produce some good pieces of work of their own. Although pupils have sketchbooks, their use is inconsistent and they often do not act as a resource for pupils' thinking and planning.
96. Teaching is often good and sometimes very good. Teachers' planning is usually clear and provides an appropriate level of challenge. This ensures that pupils are busily engaged and interested. In the best lessons, skills are carefully demonstrated and teachers praise pupils' efforts, giving them confidence to try new techniques without fear of failure. In one very good Year 1 lesson, the teacher effectively extended pupils' evaluative skills by constantly asking them to justify their opinions and reiterating that their comments should be positive and constructive.
97. The co-ordinator has held this post for only a very short time and has already identified the need to extend three-dimensional work and the use of sketchbooks. She has begun to monitor the quality of pupils' work across the school, but has not had the opportunity to work with colleagues or observe teaching. She is beginning to build up a portfolio of pupils' work, as part of her monitoring role and to exemplify what can be achieved. Work is also underway on developing assessment procedures. Very little use is made of ICT to support learning in art and design. There is good display of artwork around the school, which stimulates pupils and improves the environment. Displays in other subjects are also enhanced by artwork. In history, for example, Year 6 pupils have produced good quality paintings of aeroplanes and rockets to illustrate their work on the period from the 1930's. Similarly, in Year 4, pupils draw detailed Tudor houses, using crayons or pencil and in Year 1 pupils' poems are displayed on a jungle background that they have helped to create.

DESIGN AND TECHNOLOGY

98. Pupils make progress that is at least satisfactory and, by the end of Years 2 and 6, attain standards that are broadly average. Teaching is good, with lessons containing a good balance between activities that develop making and designing skills. Teachers' secure subject knowledge allows them to ask relevant questions to move pupils' thinking on.

99. In Year 1, pupils learn about the properties of different materials and how best to shape, assemble and join them. They have opportunities to develop skills in making models out of construction kits and to make simple evaluations of the finished product. They show effective skills in making teddy bears out of paper, using split pins to create movement of the legs and arms. In Year 2, pupils showed good skills in using a variety of materials to make a wind-up toy based on the nursery rhyme character Incy Wincy Spider. Pupils' attitudes to learning are positive and their behaviour is good. They are keen to talk about their work and are able to work co-operatively, allowing others to express an opinion and listen to their advice. They show that they recognise the need to work safely when using tools.
100. During Years 3 to 6, pupils develop skills in using a wider range of materials and tools. They improve their evaluative skills, suggesting modifications they would make to their work as it progresses. There is good development of technological vocabulary, as was seen in a lesson in Year 3 where pupils were making a prototype of a monster that incorporated a moving part powered by pneumatics. The teacher emphasised the correct use of vocabulary when referring to the techniques to be used, and made good links to the work covered in science on forces. Teachers demonstrate and explain new techniques effectively, so that pupils have a clear understanding of what they are to do. This was evident in two very good quality lessons for pupils in Years 4 and 6. In the Year 4 lesson, the teacher very effectively developed pupils' sewing skills, by showing them how to use a variety of stitches to join materials. Pupils found these activities very motivating and were overheard to say *'I am really enjoying this'* and *'Hasn't this lesson passed quickly'*. In Year 6, pupils were successfully taught how to design and use their own template and then join fabric parts, using decorative techniques to achieve a well-constructed slipper. These pupils also showed good collaborative skills when working in groups to design and make a variety of fairground rides with moving parts. The models were of good quality and the pupils demonstrated an extensive technological vocabulary when explaining the methods used to make them.
101. The curriculum is good and has improved since the last inspection by the inclusion of more opportunities for food technology. The co-ordinator effectively supports and advises colleagues and has a clear view of how to improve provision and standards. This includes developing effective assessment procedures and making more use of ICT to support learning.

GEOGRAPHY

102. By the end of Years 2 and 6, all pupils have made satisfactory progress and attained standards that are broadly average. While this suggests a decline since the last inspection, when standards were judged above average, there was limited evidence during this inspection to make a secure judgement that standards were anything more than what is expected for pupils' ages. The apparent decline, therefore, is not seen as significant. It should be emphasised that pupils are successfully following a comprehensive work programme that is closely linked to the National Curriculum programmes of study for the subject.
103. By the end of Year 2, pupils make some simple comparisons between their own and other localities. In this work, they enjoy stories about the fictitious island of Struay. Teachers use these texts well to increase pupils' understanding of different environments. Pupils correctly identify natural and made features of the environment and understand some of the differences between their own lifestyles and those of people in other parts of the world. For example, they have studied the lives of the people from the village of Tocuaro in Mexico and make comparisons between clothes, school days and the food eaten. Map skills are developing satisfactorily and pupils show good interest in locating places on world maps, including the British Isles and the North Pole.
104. During Years 3 to 6, pupils extend their knowledge, understanding and skills. Year 3 pupils further their map skills while increasing their knowledge of the immediate locality. They have done some good work on the changing landscape of Swadlincote and made suggestions about how they think it could be improved. They use and draw maps marking some of the main geographical features of the town and using a colour key to help with identification. Older pupils study the village of Chembakolli in India. They compare the climate with that of England and the lifestyles and work of

people there with their own experiences. Upper junior pupils study the water cycle and have conducted a survey on water use, which they recorded in graph form. By the end of Year 6, map skills are satisfactorily developed and pupils have a sound understanding and knowledge of different places and people. These pupils have produced some good word-processed descriptions of how volcanoes erupt and show good empathy about the effect of this on the lives of the people who live near them. Pupils have made some satisfactory use of the Internet to download pictures to incorporate with their written work.

105. Teaching is good for pupils in Years 1 and 2. There is insufficient evidence to make a secure judgement about teaching quality for pupils in Years 3 to 6. What can be said, however, is that all the teachers ensure that pupils receive as wide a spread of experience as is possible and that this culminates in some very well produced projects by the time they finish Year 6. Where teaching is good, teachers ensure that pupils understand what has gone before and use well focused resources to take their learning forward. They demonstrate a good level of expectation. Pupils show interest in the subject and are keen to put forward ideas and listen to others.
106. The management of the subject is satisfactory, overall. There is a clear improvement plan covering a period of three years. The monitoring of teaching and pupils' work is limited, however. Although assessment and recording of pupil progress is taking place in some classes, this is inconsistent and there are no procedures common to all. The resources available to teach the subject are good in terms of quality and quantity.

HISTORY

107. All pupils make satisfactory progress and, by the end of Years 2 and 6, standards are broadly average. This represents a similar picture to that found by the last inspection.
108. By Year 2, pupils have developed a clear understanding of how the past is different from the present. They talk about their own holiday experiences and compare them with holidays in the past. In this, they make clear references to differences in modes of transport and clothing and explain that bathing machines were used to preserve the modesty of bathers. Pupils develop a sound sense of chronology as they sequence photographs of the seaside into a time series, focusing on the three periods of the 1900's, 1950's, and the present day. They know about some notable figures and events from the past such as Florence Nightingale, Guy Fawkes, and the Great Fire of London.
109. During Years 3 to 6, pupils broaden the scope of their work. They learn about the Tudors and the Anglo Saxons and develop skills of historical enquiry, for instance by posing some pertinent questions linked to what they are finding out by studying various sources of evidence. Year 5 pupils made successful use of books and photographs to find out about local history and made good use of maps from 1882, 1900, and 1923 to find the location of the different railway lines and determine how they developed over time. In discussion, they showed a sound understanding of the advantages and disadvantages of the railways for the people of Swadlincote. The skill of chronology develops satisfactorily, for example, in activities where pupils produce time lines showing major events and changes through history.
110. By Year 6, pupils have a thorough understanding of past civilisations and recognise the influence they have on our modern-day lives. Work is presented in different ways, using charts and tables and a selection of writing styles. Pupils demonstrate a very keen level of interest in the subject and maintain a high level of concentration throughout lessons. They use books and the Internet to research information about different aspects of history from 1930 to the present day. This includes researching the music of the 1960's, clothing from the 1950's and general entertainment in the 1990's. All of this work is to culminate in an end of term presentation to parents and is serving to motivate pupils and provide a relevant purpose for their learning.
111. Teaching is satisfactory, overall, but much is good in the juniors. Teachers generally have secure subject knowledge and set clear objectives for learning. They make profitable use of the current range of resources to stimulate pupils and extend their learning. Teachers also question pupils

effectively. Visits to places of interest provide valuable cultural experiences. The co-ordinator is knowledgeable about the subject and is a good role model for other teachers. A good action plan has been produced which includes an emphasis for the future on monitoring teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

112. Pupils are not making sufficient progress in ICT. Consequently, by the end of Years 2 and 6, standards are below average. This represents a decline since the last inspection. The provision for ICT is unsatisfactory because some important areas, such as data handling, control and modelling, are not covered in sufficient depth. Pupils do not spend enough time on computers to practise and, thereby, effectively improve their skills, including making use of ICT to support work in other subjects. However, raising standards and improving provision is one of the school's main priorities. A new computer suite is being planned as well as increased hardware, software and staff training.
113. Despite the restrictions caused by the poor resources, the quality of teaching is satisfactory. Teachers plan lessons well and show secure subject knowledge, enabling them to ask relevant questions and support pupils when they face difficulties. During Year 1, the emphasis is on developing basic skills and pupils are taught that computers can be used to make words, pictures and to assemble text. They learn about the layout of the keyboard and how to use the computer to word-process some of their writing. Pupils also enjoy using a paint programme to create drawings, for instance, of their favourite pets. By the end of Year 2, pupils have learned how to change the type and size of text and to highlight individual words. In a lesson looking at how weather forecasts are communicated, pupils showed satisfactory understanding of how ICT is used in the world. Their attitudes to learning are positive and, when given the opportunity to work in pairs on the computer, they collaborate well, which makes a positive contribution to their social development. However, limited access to equipment means that, by the end of Year 2, most do not show appropriate ability to use computers to retrieve, process and display information. Skills in planning and giving instructions to make things happen, for instance by programming the movements of a floor robot, are also weak.
114. Junior teachers demonstrate new techniques appropriately, as was seen in a Year 5 lesson on learning how to carry out a single-field word-search. The teacher clearly explained how to use the word-search feature on a CD-ROM and asked challenging questions that developed pupils' understanding of this feature. However, as only one computer was available, most of the class were unable to practise this new learning; indeed, some would have to wait for over a week to do so. This lesson exemplified the negative impact of the unsatisfactory resources on pupils' standards and progress. In addition to the restricted time for pupils to practise new skills, a lot of time was spent on moving the computer to the front of the classroom and then rearranging the furniture so that all pupils could get a good view of the screen. This obviously slowed the pace of the lesson and the disruption led to some pupils being silly and not paying enough attention to the teacher. In a Year 6 lesson, pupils used a pen and paper method to design a chocolate bar wrapper then considered how this could be transferred onto the computer. However, as in other lessons, pupils were unable to have sufficient time on the computer to practise what they had learned.
115. Consequently, most Year 6 pupils do not show appropriate skills in using ICT to organise and present ideas, or to exchange and share information. They are limited in their ability to review, modify and evaluate their work as it progresses. In terms of using ICT to develop literacy skills, pupils use word processing to record work in a number of subjects, but this is only at a basic level and they do not have sufficient opportunities to be involved in more challenging activities, such as desk top publishing. Similarly, while some use of basic data handling programs in subjects such as science and geography supports numeracy skills, pupils' competence in these areas is not well developed.
116. There is secure leadership by a co-ordinator, who has sufficient subject knowledge and expertise to support and advise colleagues. However, the co-ordinator's role in monitoring and evaluating teaching and learning is underdeveloped. Assessment procedures are also underdeveloped and do not enable teachers to have a clear view of pupils' attainment.

MUSIC

117. During the inspection, most of the lessons seen were in Years 1 and 2, with only one junior lesson seen in Year 5. Judgements are supported by evidence from discussions with teachers and pupils, analysis of teachers' planning and hearing pupils sing in assemblies. On the limited available evidence, it is clear that by the end of Years 2 and 6, all pupils have made at least satisfactory progress and attain broadly average standards. This reflects a similar picture to that found by the last inspection.
118. By Year 2, pupils listened carefully to the song '*Sit down you're rocking the boat*', and identified changes in the music in terms of fast and slow sections. They provided some good descriptive words of how the music made them feel, for example, '*happy*', '*jumpy*', '*excited*' and '*like laughing*'. Pupils were able to use their fingers to tap a steady beat to a piece of Ugandan music. They joined in well with the words, maintaining the tune and modifying their voices so that they sang softly. When working with a partner, the pupils showed some good creativity in expressing the rhythm of the music, for example, by tapping their sides, heads and cheeks and clapping hands with their partner at high and low levels. By Year 6, pupils have extended their learning and explored texture in music. They sing songs in two parts, using chime bars to create a three-note chord as an accompaniment. A minority of pupils have more advanced skills and, during the inspection, performed very well in a whole school assembly, playing a range of tuned instruments well.
119. Teaching is good, overall. The school makes good use of the skills, experience and expertise of visiting teachers and many pupils learn to play a range of instruments, including the flute, trumpet and violin. Where teacher knowledge is good, lessons are brisk and engage pupils well. Consequently, pupils concentrate, are lively in their response and learn effectively. In one lesson, the teacher skilfully incorporated the use of sign language to control pupils' performance. This made relevant links with their learning in history where they had studied Helen Keller and Louise Braille. Good choice of songs also links well to work in other subjects, such as the *Something Squidgy* and *Tadpole Rag*, which supported infant pupils' science topic on minibeasts. Music is incorporated into seasonal performances, such as musical Christmas activities and the Year 6 end of term 'Review'.
120. The co-ordinator leads and manages the subject well. She has very good subject knowledge and is working hard to raise standards. However, the expertise of the co-ordinator is not used as effectively as it could be, for example, by giving other teachers opportunities to see how a good lesson in music is taught, nor does the co-ordinator have the opportunity to see others teach so that priorities can be identified for improving teaching and learning. Resources are adequate, but there are shortages in tuned percussion instruments. During the inspection week there was no evidence of pupils using ICT to support learning in music.

PHYSICAL EDUCATION

121. By the end of Years 2 and 6, pupils have made satisfactory progress and achieve standards that are broadly average. It is not possible to make valid comparisons with the last report where standards in dance were judged to be above average, since this aspect was not seen during the inspection. However, within the school, there are examples of attainment that is above average. For example, in Year 5, pupils show well-developed skills in dance and games. Similarly, in swimming, Year 4 pupils' attainment is generally above that which is expected at the end of Year 6. However, the school's provision for swimming stops in Year 4 and while most pupils reach the standards expected of pupils in Year 6, no additional provision is made for the minority who do not. Improvement since the last inspection can be seen in the overall level of teaching and learning, which is now better, being mostly good.
122. From an early age, pupils learn to play games and work as part of a team. In Year 1, for example, they encouraged each other and showed good sportsmanship by applauding the winners. Good co-operative work was also seen in Year 6 where pupils took turns and ensured that everyone had

a chance to participate. In Year 5, pupils demonstrated a good level of skill development in devising a sequence of movements showing creativity and good, fluid links. Games skills are well developed, with lessons designed to encourage pupils to think tactically and improve their overall levels of performance. Most pupils show good interest in the activities provided and demonstrate a determination to improve their personal skills. They behave well during lessons and listen carefully to instruction.

123. Teaching is good, overall, and some is very good. Teachers present pupils with a good level of challenge and have high expectations of them. Good use is made of both teacher and pupil demonstrations to illustrate the skills being developed. Where teaching is very good, pupils have opportunities to think for themselves and build on previous learning. They are encouraged to think critically about their own performance and to comment on that of others. In most lessons, pupils were made aware of the importance of warm-up routines before exercise; generally these were conducted well by teachers, but, occasionally, they were neglected or not rigorous enough to achieve the intended purpose.
124. The co-ordinator has a clear vision of how the subject can be developed and has good subject knowledge. A rounders club has also recently been formed and competitive sports have been re-introduced for sports days. Training, covering adventure and problem-solving activities, has been provided for teachers to extend the range of learning experiences for pupils. The school is using the services of the local sports development officer and is seeking to begin providing coaching in areas such as cricket. Parents provide support with transport and football training. Other than for swimming, there is no formal assessment and recording of pupils' skills and progress.

RELIGIOUS EDUCATION

125. By the end of Years 2 and 6, standards are in line with the expectations of the locally Agreed Syllabus. This reflects a similar picture to that found by the last inspection.
126. By Year 2, pupils have learned about the symbolic meaning of objects in relation to Christian weddings. They discuss invitations, the order of service, photographs and wedding cards, all of which help them gain understanding of a set of values, principles and beliefs. Through this work, they also begin to appreciate the intangible, for example, wedding rings as a symbol of never ending love. Pupils have gained some understanding of the value of prayer within Christianity. As they listen to the 'Circle of Days' based on St. Francis's Canticle of the Sun, they develop an understanding of how Christians express thanks to God for the world around them. By Year 6, pupils have a clear understanding of the major world faiths of Hinduism, Islam, Judaism and Christianity. They study creation stories from a number of these religions and make reasonable comparisons between them.
127. The quality of teaching and learning is good, overall. Most lessons are well planned to give all pupils a balanced and broad understanding of religions and respective traditions and beliefs. In the best lessons, teachers' subject knowledge is secure and lesson planning and teaching places appropriate emphasis on making secure links with content that is overtly about religion. Where lessons are less successful, though not unsatisfactory, some links are fairly tenuous and the religious element is not sufficiently emphasised. Teachers help pupils to explore some fairly complex ideas, such as 'miracles', giving them good opportunities to discuss such issues and explore any relevance they may have to their own lives. Some good use is made of resources, such as video recordings and visits to local churches. Overall, there is limited use of ICT to support learning, although some interesting use of ICT was seen where junior pupils planned a format for presentation of leaflets and brochures to give information about local churches.
128. The co-ordinator works very hard to ensure that religious education is taught consistently across the school. Opportunities for spiritual development are included in the work programmes. These, together with the opportunities pupils have to study the traditions and beliefs of major world religions, provide satisfactory support for their spiritual and cultural development. The co-ordinator has monitored colleagues' planning, but has not had any opportunity to check on standards of

teaching and learning. A very thorough action plan details how the subject is to be improved and extended.