

INSPECTION REPORT

BROOMHILL JUNIOR SCHOOL

Broomhill Road, Hucknall

LEA area: Nottinghamshire

Unique reference number: 122585

Headteacher: Mrs S. Jury

Reporting inspector: Mrs M. Hulme
OFSTED Inspector Number: 3609

Dates of inspection: 15th – 18th October 2001

Inspection number: 197565

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Broomhill Road Hucknall Nottingham Nottinghamshire
Postcode:	NG15 6AJ
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs L. Bean
Date of previous inspection:	22 nd September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
3609	Mrs M. Hulme	Registered inspector	Music; Religious education Equal opportunity English as an additional language	The school's results and pupils' achievements; How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
	Mr S. Vincent	Lay inspector	None	Pupils' attitudes, values and personal development; How well does the school care for its pupils; How well does the school work in partnership with parents?
	Mr J. Taylor	Team inspector	Mathematics; Information and communication technology; Physical education	
	Ms B. Pollard	Team inspector	English; Geography; History	How good are the curricular and other opportunities offered to pupils?
	Mrs M Walker	Team inspector	Special educational needs, Science; Art and design; Design and technology	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6 - 9
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?	10 - 13
The school's results and pupils' achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13 - 15
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	15 - 17
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	18 - 19
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	19 - 20
HOW WELL IS THE SCHOOL LED AND MANAGED?	20 - 22
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	22
PART C: SCHOOL DATA AND INDICATORS	23 - 26
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	27 - 40

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in Hucknall, a former mining town near Nottingham. The school shares its site with an infant school. There are 226 pupils on roll taught by 11 teachers of whom one is the headteacher and two are part-time. The majority of children are white with a few from minority ethnic groups. There are no Travellers or refugees. The few pupils for whom English is an additional language speak and understand English as well as other pupils. The area is recognised as one of significant social disadvantage and has suffered badly first from closure of pits and then other industries. Presently there are 47 pupils taking free school meals (21 per cent) which is above the national average. There are 103 pupils on the special educational needs register (45 per cent) which is high. At present there are no pupils who have statements of need in line with the local education authority policy but funding and support is provided. When most children enter school having made good progress in the infant school, their attainment on entry is well below that expected for a junior school despite. The headteacher works closely with the head of the infant school and this successful partnership benefits the children.

HOW GOOD THE SCHOOL IS

This is a good school that benefits from firm and determined leadership. The headteacher has a clear vision of what the school is about and wants it to be one of the most successful. In this she is well supported by staff and governors. New developments have been introduced to make it a constantly improving school. The pupils have very good attitudes to their work and behave well. Teaching is now very good and is having a positive impact on children's learning. Standards are rising and progress is good. Standards in some subjects, such as science, art and design and technology, are higher than usually expected at this age. However, although there is some improvement each year and teachers make determined efforts, it has been difficult to move the standards in English at the same rate as others because there is such a low starting point when children enter school and a high number of children with special educational needs. Despite these difficulties the school ensures that all children are given the same learning opportunities, modifying or extending them according to need. In doing so the school ensures that its curriculum specifically meets the needs of these children and is providing good value for money.

What the school does well

- Children achieve high standards in science, art and design and design and technology and the school is very good at improving National Curriculum test results year by year, particularly in mathematics and science
- Overall, the teaching is very good, resulting in all children making good progress
- There is very strong leadership from the headteacher and staff and governors work effectively together in supporting her and providing clear direction for the work of the school
- Children have very good attitudes to their work and behaviour is very good. Most try very hard to do the best they can because of the rich and stimulating curriculum
- The school is very good at developing pupils' spiritual and cultural awareness, moral understanding and social responsibility
- It takes very good care of its children and provides very effective support for all their needs
- The parents have very good views of the school and are very satisfied with the quality of education it provides

What could be improved

- Pupils' performance in National Curriculum tests in English
- Additional support for reading to ensure that children read individually with an adult or reading partner particularly at Years 3 and 4

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in 1997. It has made good progress since the last inspection, maintaining or improving its strengths and remedying any weaknesses. Considerable improvements to teaching have led to improved standards, although there is still more work needed to improve reading. Aspects such as special educational needs are even better, ensuring that children with such needs progress at the same rate as others.

Children now have very good attitudes to their work and behave well, resulting in improved efforts. Improved provision for pupils' spiritual, moral, social and cultural development has resulted in better personal development. The very strong leadership and teamwork have been instrumental in its successes. The school is well placed to continue its programme of improvement.

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	E	E	D	B
mathematics	E	D	B	A
science	B	C	A*	A*

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

Although children enter the school having made good progress in the infant school, their attainment is much lower than is usually expected for a junior school, particularly in literacy. Over the last few years a high percentage of children have been unable to read well, numeracy skills are better but it is in science where children have done well and this subject has a better starting point than others. The school faces the challenge of improving standards against a background of a high number of pupils with special educational needs. Test results are improving year by year and in the latest National Curriculum tests this improvement ranged from 10 per cent to 12 per cent. Although results in English tests continue to improve, the problems associated with reading mean that children's performance in English is not as good as either mathematics or science. This year the percentage of pupils achieving acceptable standards of attainment are higher than the national average in both mathematics and science. All three subjects have exceeded the school's targets. In the most recent National Curriculum tests pupils have worked hard and when their performance is compared with schools in similar contexts, their science results are in the highest five per cent of schools nationally, with mathematics well above average and English above average.

In lessons and in their written work children are achieving well. Standards are at least typical of those seen in other schools and in some subjects, such as science, art and design and design and technology, standards are higher. There are strengths in most subjects. For example, discussion with pupils about physical education revealed a good knowledge of strategy and tactics used in games. They were knowledgeable about health issues and how the body reacts to exercise. Written work has improved in religious education and there is some perceptive work on '*what my faith means to me*'. A focus on orienteering has improved pupils' mapping skills and they have a good knowledge of environmental issues. A particular strength in history is the way that pupils use their enquiry skills and explain the consequences of events.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Now very good. Pupils show a willingness to learn and persevere until they have completed their work.
Behaviour, in and out of classrooms	Overall, very good. Pupils respect teachers and generally children play well together.
Personal development and relationships	Very good. Pupils willingly take responsibility for tasks, work co-operatively together and show care for one another.
Attendance	Satisfactory. Good attendance is encouraged and supported by parents.

Pupils' attitudes and behaviour have improved considerably since the last inspection. Relationships between staff and pupils are excellent and this motivates the children to try hard and do their best because they want to please their teachers. There are still some children who try to challenge the authority of the teachers but this is

handled well and causes no disruption to the lessons. In the last year just one child had to be temporarily excluded from school. The relaxed, friendly atmosphere leads to a harmonious community. Parents approve the rewards given for full attendance, which is resulting in improvements to the rate of attendance which is just above the national average. There is almost no unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	N/A	N/A	Very 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 has improved since the last inspection and in the majority of lessons it was very good and sometimes better. There were just two lessons in which it was satisfactory and in the rest it was good. The improved teaching is the result of the headteacher carrying out careful observations of lessons and ensuring that teachers have the support and training they need to do their best work. This very good teaching is having a very positive effect on children's learning and leading to improved standards. Overall, teachers' knowledge and understanding of the subjects are very good, as seen in the way that they plan and present their lessons. The teaching of English and mathematics is very good and in both subjects it makes a significant contribution to the good progress that pupils make. Particular strengths are the oral sessions in mathematics, and in English, children's speaking and listening skills are better than those for reading and writing because they have such a wide range of opportunities to develop them. Overall, the skills of literacy and numeracy are taught well but there is a weakness in the teaching of reading at Years 3 and 4 relating to individuals reading with an adult.

The excellent relationships provide strong motivation for children to make good efforts. The very good management of children results in very good behaviour, few distractions and most work being completed by the time specified. The teachers' high expectations of what children can achieve make them respond well because they are inspired and challenged. This is particularly good for the more able pupils, who like the work to get harder. The school puts great store on meeting the needs of all children and in this it succeeds. Those children who need support receive it and work is planned carefully so that slower learners can achieve success and raise their self-esteem. One of the things that make this so successful is the way that teachers use the knowledge they gain from everyday assessments. Skilful questioning probes understanding and marking comments and discussions with children help them understand what is working well and where further improvement is needed.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	A broad, balanced and rich curriculum provides for the needs and aptitudes of all children and meets the specific needs of pupils in this local area
Provision for pupils with special educational needs	Provision is very good and results in children making good progress towards the targets set in their individual education plans
Provision for pupils with English as an additional language	Good provision. Children have a good understanding of English and speak it as well as others. Their progress is monitored but no additional support is needed other than that expected for other children.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision is very good. The school is very good at developing pupils' spiritual and cultural awareness, moral understanding and social responsibility.
How well the school cares for its pupils	It takes very good care of its children, providing effective support to all who need it.

The parents have very good views of the school and are very satisfied with the quality of education it provides. Parents give wholehearted support to the school and make a satisfactory contribution to their children's

learning at home. However, the contribution that parents, as partners with the school, make to their children's learning needs extending so that they have a greater awareness of what their children can achieve, particularly in reading.

The curriculum has much strength and is underpinned by the school's aims. Particular strengths include a wide range of learning opportunities outside lessons, school clubs that raise children's esteem and help them to co-operate in groups, very good links with partner schools, improved resources and specialist areas such as the information and technology suite, good use of the locality to enhance subjects such as history and religious education, a programme of personal, social and health education and a whole range of sporting activities to keep them fit. All subjects of the curriculum meet statutory requirements.

Procedures for child protection, health and safety and children's welfare are very good. The school does all it can to keep children from harm.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides dynamic leadership and provides a firm steer to the work of the school. Management tasks are delegated to key staff who are well able to fulfil their responsibilities effectively.
How well the governors fulfil their responsibilities	Very well. Governors have high levels of experience and expertise and use them very effectively to support the work of the headteacher and staff.
The school's evaluation of its performance	Staff and governors are fully aware of the school's strengths and weakness. They understand what works well and why.
The strategic use of resources	Very effective use of resources. The school plans carefully for all expenditure and uses funds for a specific purpose particularly well to benefit the children.

The school's staffing, accommodation and learning resources are very good. Teachers are well supported by classroom assistants who are deployed effectively to work alongside children and help them do the best they can. The accommodation and external areas of the school contribute exceedingly well to the range of learning opportunities provided for pupils. The range and quality of learning resources have improved and teachers are using them effectively, in all subjects, to challenge and inspire children. There is very good delegation and contributions from staff with responsibilities. Teamwork is well established and the school team has a very good understanding of how effective leadership and teaching results in improved standards and good quality education.

The school applies the principles of best value well. It takes a keen interest in its performance and makes good use of detailed analysis to target its spending in ways that will lead to improved standards. The views of both parents and children are sought when possible changes to the curriculum are likely.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • children are expected to work hard • children enjoy coming to school • children make good progress • teaching is good • comfortable about approaching school • children are helped to become more mature and responsible • school works well with parents • school is well led and managed • behaviour is good • provides interesting range of activities 	<ul style="list-style-type: none"> • there were no significant issues that parents would like to see improved

- | | |
|---|--|
| <ul style="list-style-type: none">• they are kept well informed children's progress | |
|---|--|

The inspection team agrees with parents' views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school is situated in an area that is recognised as having many children whose literacy and social skills are poorly developed when they enter school. Children come from the infant school on the same site and the headteacher of the infant school has confirmed that despite her determined efforts their children's success in National Curriculum tests in reading and writing at Year 2 is much lower than is expected for their age. Consequently, when they arrive at the junior school attainment is well below what might be expected. Over the last few years the children's attainment on entry to the junior school has shown a high percentage unable to read well, which has severely hampered their ability to tackle tasks because they do not understand the text. For example, in the year 2000 there were 44 per cent unable to do this, which presents a significant challenge to teachers. Numeracy skills on entry are better but it is in science where infant children have done well and this subject has a better starting point than either English or mathematics.
2. The school faces the challenge of improving standards against a background of a high number of pupils with special educational needs and currently there are over 100 pupils on the special educational needs register (45 per cent) which is considerably higher than many other primary schools. The school's analysis of assessment and performance data shows that it is an improving school that has been making significant progress over recent years. Evidence indicates that the majority of pupils are making good or better progress. For example, in year 2000, 85 per cent of pupils were progressing by two or more levels in English and 87 per cent were doing this in mathematics. Most recently (2001) 84 per cent of pupils improved their reading and mathematics by two or more levels and 64 per cent did this in writing.
3. English test results are up by 10 per cent on last year and show an improvement over four years of 31 per cent. However, although there is an improvement and despite the school's best efforts, the pupils' performance in their National Curriculum tests for the year 2001, at 67 per cent is still below the national average of 75 per cent. However, when compared with similar schools in the same context these results are better than the national average.
4. Inspectors judged standards in English to be typical for the majority but above average pupils to be doing better. Samples of written work show generally satisfactory attainment, with children making good progress. Speaking and listening skills are better than other aspects of English because children are given many opportunities to take part in discussion, work with others and respond to questions. Reading sessions at Years 5 and 6 show satisfactory standards but at Years 3 and 4 they are generally lower than expected. In some literacy lessons children's reading capability is hampering comprehension and they take so long to work out what words say that meaning is forgotten. Although children have daily opportunities for such activities as silent reading and group reading in lessons there is little time for children to read individually to an adult or reading partner. Parental support for literacy homework is often limited and children have no one to listen to their reading. A

particular strength is the imaginative writing produced by Year 6 more able pupils. Handwriting and presentation is neat and legible.

5. The assessment information indicated that there was likely to be a dip in the mathematics results in 1999 and this was the case, but even so the school reached its target of 49 per cent of pupils achieving an acceptable standard of attainment. Strategic planning reversed that dip and brought mathematics back on line by the year 2000. In 2001 there is improvement again and 80 per cent of pupils have achieved an acceptable standard of attainment. This is better than the national average of 71 per cent. When compared with similar schools pupils' performance in this subject is well above the national average. A particularly good improvement is the percentage of girls reaching the higher level. This year 35 per cent did so, compared with 12 per cent last year.
6. Attainment in numeracy lessons is typical for the majority but, as in English, the above average pupils are doing better. Samples of written work show generally satisfactory attainment, with children making good progress. A particular strength is in the oral work of older pupils. Discussions showed that most are working confidently at the higher level. Children are now much better at using and applying their mathematical knowledge, particularly when carrying out investigations. The use of mathematics in other subjects has improved greatly. However, the school recognises that it needs to make more use of information and communication technology and this is planned.
7. Science is now seen as a strength of the school because it is taught well and this is reflected in the National Curriculum test results. This year 96 per cent of pupils reached an acceptable standard of attainment, which is above the national average of 87 per cent. This puts the school in the top five per cent nationally. Last year 40 per cent reached the higher level and this year 73 per cent did so. In lessons pupils' attainment is better than expected for their age and samples of written work for all classes show at least typical attainment, with many pupils doing better. Children are making good progress. They show a good understanding of their work and use their investigative skills to very good effect.
8. Only two lessons were observed in art and design and in design and technology but there was considerable evidence to show that standards are better than expected for children of this age. Art and design work is used very effectively to enhance the work in other subjects. Some close observational work in art supported the health education programme and resulted in detailed watercolours that captured the delicate shades of fruit. As older pupils discovered more information about shadows and opaque substances in science, they used this knowledge when producing bold silhouettes of their heads in art lessons. Particular strengths were found in landscape work when older pupils, inspired by Lowry, tried using his techniques and such media as charcoal, chalk, pencil and crayon to create perspective in their own work. In design and technology there is now a wide range of resources to support pupils as they work and they produce high quality designs for a given purpose. When testing and evaluating torches, Year 3 pupils refer to the design features they have used and five reasons for their choice of materials, identify assembly problems and explain how these are overcome. Work on food technology is successfully included in literacy lessons when working on instructional texts. Pupils reorder the method and make a pizza following their new instructions, showing a good awareness of food hygiene and the safe use of tools.

9. Few lessons were seen in geography and history but again there was plenty of evidence to show that children achieve well and standards are typical of that seen in other schools. The focus on orienteering has improved children's mapping skills and they have a good knowledge of environmental issues resulting from work on the environmental council and from the school's conservation area. A particular strength in history is the pupils' understanding of the nature and purpose of history. Children use their enquiry skills well and can explain the consequences of events.
10. In the subjects of information and communication technology, music and physical education standards were typical in the few lessons seen. Discussions with pupils about some aspects of physical education showed a good knowledge and understanding of strategy and tactics in games. They described dance sequences in detail and understood how to modify and refine skills and techniques to improve. They were particularly knowledgeable on health issues and how the body reacts to exercise.
11. Standards in the religious education lessons were typical of those expected by the Nottinghamshire Agreed Syllabus. However, written work has improved since the last inspection and standards were generally higher in the samples seen. There were some excellent examples of older pupils writing about their thoughts related to suffering and on the topic of '*what my faith means to me*' together with some reasoned explanations about what St Paul really meant when he wrote to Christian communities so long ago.
12. Overall, standards are typical of those seen in other schools. All groups of children are achieving well, including those with special educational needs, those for whom English is an additional language and the higher attainers. This is no mean achievement given the starting point when they entered school. Standards are already higher in some subjects, with good quality work being achieved and in many subjects there is evidence of particular strengths and improvement. The attainment of boys and girls shows no significant differences although the school is very vigilant in its monitoring of performance. The school has worked hard to improve its National Curriculum tests results and despite its high number of children with special educational needs it has managed to do this most years.

Pupils' attitudes, values and personal development

13. Pupils' attitudes and their behaviour are now much better than at the time of the last inspection. Their attitudes to work and their willingness to learn are a strength of the school. In the majority of the lessons observed their attitudes were judged to be very good. Pupils are keen to please their teachers, they contribute ideas and effort, enjoy finding things out and being successful. Last year, two-thirds of the pupils were involved in extra-curricular activities of one kind or another. Much of the credit for this must go to the staff of the school, who have created a place where the pupils want to be, where the work is interesting and challenging and pupils are given the confidence to try their best. In the responses to the inspection questionnaires, parents say that their children enjoy coming to school.

14. Behaviour in lessons and in the playground is also very good. Boys and girls play well together and there are few instances of unacceptable behaviour. There was one fixed-term exclusion during the last school year. Relationships between adults and pupils and between pupils themselves are excellent. The atmosphere in the school is relaxed, friendly and welcoming and the school functions very well as a harmonious community. Staff know the children well and are aware that several have the potential to be disruptive, or to challenge their teacher's authority. However, such incidents are infrequent because teachers manage the classes well and have a consistent approach to behavioural problems. This is a particularly notable achievement. Again, parents express their approval of the standards of behaviour achieved.
15. Pupils' personal development is very good. They are increasingly articulate and confident to answer questions, or to talk about their work in front of the class. They speak respectfully to adults. They are learning to share resources and to be helpful, to take their turn and work co-operatively in pairs and groups. They are increasingly aware of the needs and feelings of others and this arises partly from their study of the faiths and beliefs of different people around the world. Reflection Time, at the end of each day, allows them to discuss their concerns about matters large or small, but which are important to them. They care about their environment and want to protect it and many pupils take part in charitable fund-raising activities. Their knowledge of their own learning is increasing very well as they grow older. They have their own records of achievement and are encouraged to evaluate the work they have done and think about their targets for the future. They are pleased to have responsibilities around the school and the school provides a very good range of activities that enable children to become responsible members of the school community. For example, they take part in lunchtime telephone duty, passing messages to adults, they collect and manage the snack bar money and take part in the environmental council. By the time they have reached Year 6, they are pleasant and sociable young people.
16. Pupils come willingly to school and attendance is slightly above the national average. There is virtually no unauthorised absence.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

17. The teaching has improved considerably since the last inspection because the headteacher and deputy head have introduced a system of monitoring and evaluation that has enabled teachers to see that the more effective they are the greater are the improvements to children's learning. In the majority of lessons the quality of teaching was very good and sometimes better. There were just two lessons where it was satisfactory and in the rest it was good. A programme of professional development is constantly changing as need directs and classroom assistants are included in this whenever possible. This has been an important factor in contributing to the quality as all adults work well as a team and there is a consistent approach to teaching by all staff.
18. This is a school where there is much strength in teaching because the headteacher carries out regular classroom observations, provides feedback, shares good practice and suggests ways of remedying any weaknesses identified. Although literacy and

numeracy have been the main focus, other subjects are now receiving attention. For example, information and communication technology is being observed as part of the monitoring of the new opportunities fund training initiative. The school aims have a high priority and the headteacher has observed lessons to ensure that the planning and teaching of subjects are related to school aims. The teaching and learning policy provides good guidance and staff have a shared view of what effective teaching and learning look like. The very good teaching is having a positive effect on children's learning.

19. Teachers' knowledge and understanding of the subjects taught are very good and this is evident in the way that lessons are planned and presented. In most lessons the learning objectives were shared with the children, who then had a clear understanding of what teachers expected them to do. Teachers used their knowledge effectively to give clear explanations. This was very evident when children lacked an understanding of the meaning of words and needed simple explanations that were given in such a way as to extend their understanding and range of vocabulary. For example, in a literacy lesson with Year 4 pupils preparing for poetry writing the word *alliteration* needed careful explanation. In a numeracy lesson with Year 3 children who were below average the explanation of the task allowed opportunities for approaching that task in different ways, which promoted good learning, such as understanding that two-dimensional shapes are not always regular.
20. Overall, the teaching of basic skills is good but there is a weakness. In a literacy lesson with Year 4 pupils the direct teaching of handwriting skills was helping children to develop a neat cursive style. The print- rich classroom with its many reminders of writing provided additional support. The teacher had painstakingly prepared a very good range of resources, which included trawling through children's books to draw out phrases for use in writing. The teacher's marking provided helpful comments and homework was linked to the work in class. There was a very good working atmosphere. However, an opportunity for children to read the story used by the teacher was missed when they could have attempted it. In another literacy lesson it was evident that children had problems with their reading. They lacked fluency and couldn't read the text well so had little idea of the meaning. By following the literacy strategy there is little opportunity to listen to children reading and this is a problem because the children are still at the stage when they need the direct teaching of reading skills as would be required in an infant school. It is particularly necessary in the Year 3 and 4 classes because reading capability is holding back their comprehension and progress is slower. Since the school has no teachers who have taught reading to younger pupils, a review of the current practice and some training to improve the teaching of reading is required or children will have difficulty understanding what they have to do in the national tests.
21. The excellent relationships between teachers and pupils provides strong motivation to children to make very good efforts and this is particularly noticeable in those subjects such as art and design when those with special educational needs achieve as well as others. In a Year 5 class, children at all stages of learning were able to explain that they were the artist employing the techniques of Gauguin or Picasso. They had no problems identifying the features of both artists, used the word '*impressionist*' correctly and used such

techniques as stippling or rubbing to produce a different texture very effectively.

22. Teachers' very good management of pupils results in very good behaviour, few distractions and work being completed within the lesson. Most lessons followed a brisk pace and necessitated good efforts from children. Teachers have high expectations of what children can achieve and they respond well. In a numeracy lesson with Year 3 pupils, where they were engaged in sorting two-dimensional shapes by their properties, the teacher's expectations were evident from the start as they reviewed the previous lesson, discussed weaknesses and understood what was to happen during this session. The introduction of a game was exciting and their attention was riveted – they wanted to participate. The teacher communicated ideas very well; constantly circulating and assessing pupils to ensure that his expectations were appropriate. As children responded the questions got harder for the more able in the class, particularly for two talented pupils. Other questions are well balanced and skilfully targeted by the teacher. All children were familiar with the properties of rectangles, squares and triangles, while some talked about pentagons and a few could recognise irregular pentagons. This activity moved into the use of Venn diagrams and there was a buzz of activity; pupils were working hard and learning well. As they showed that they could successfully complete a two-feature Venn diagram the teacher increased the challenge to a four-feature classification. Although children found the work hard they admitted to enjoying it and had an enthusiasm for learning. The high challenge and inspiration resulted in very good efforts.
23. Teachers make effective use of plenary sessions. In a Year 5 science lesson, children were learning about conductors and insulators. As they discussed what they had achieved they were able to make a clear distinction between the object and the material, understanding that it was the material that was important. The use of non-conductive materials as a safety aid was explained and how this is used to power appliances. Pupils took pride in the new knowledge and understanding they had gained and demonstrated a very good understanding of their own learning.
24. The quality and use of assessments are very good. There was clear evidence in teachers' planning of opportunities to assess particular knowledge, understanding and skills during lessons. In many lessons teachers were observed making assessments by probing understanding through questioning, making comments about written work and using plenary sessions to help children understand what they have learned. In some lessons teachers shared assessments with pupils, explaining why they were making changes to what had been planned. Children on the special educational needs register had individual education plans to which teachers referred during lessons and work planned related to the targets identified. Reviews of these targets were shared with children, giving them a good understanding of how well they were doing. During lessons tasks were usually modified for slower learners and extended for the faster learners. Individual targets, which children understand and have agreed, were a regular feature. The marking of work is effective and most children know what is working well and where they need to improve. All this information about how well children are doing is shared both with the children and their parents informally and at certain times during the year.
25. Overall, the teaching in English and mathematics is very good. In English, it ranges from good to excellent, which is an improvement on the previous inspection. In mathematics it is mostly very good. In one it was excellent and in one it was satisfactory. In both subjects the teaching is making a significant contribution to the children's good progress. Lesson planning is particularly good, with attention being paid to the different stages of learning. The organisation into sets where children

work with others at the same stage of learning helps teachers to focus more precisely on their needs. In mathematics the oral sessions were brisk and kept children on their toes and challenge and enthusiasm were regular features of lessons. In English, children with special educational needs receive very good guidance from support staff and teachers keep a careful eye on those who have English as an additional language, making sure that they take part in all activities and do as well as the rest. However, there is a weakness in reading with Years 3 and 4. Although children are provided daily with opportunities for silent reading and lessons include class and group reading, more needs to be done to ensure that children have time to read individually to an adult or reading partner. Only then can their individual difficulties be tackled well and their fluency improved.

26. Overall, the quality of teaching reflected in English and mathematics is seen in all other subjects and there are no significant weaknesses. The teachers who manage the subjects have a good knowledge of what is working well and, as will be seen in the curriculum sections, they know what needs to be done to improve standards and how effective teaching will achieve this. One of the school's strengths is teachers' good understanding of how their effectiveness brings out the best in the children they teach and that the very good learning results in good gains in knowledge, skills and understanding in all subjects. Try as they might, teachers are unable to use information and communication technology as widely as they wish in all subjects because the school lacks the services of a technician. At present this work has to wait for the co-ordinator for information and communication technology to fit in time to do it and although very willing he is hard pressed. The school knows it must resolve this problem but its efforts so far have been unsuccessful.
27. All teachers make the best possible use of classroom assistants. They are well trained and play an important role in the classroom. During the inspection, support staff were observed working closely with the teacher and providing a consistent approach to the work of the pupils, particularly when working with children with special educational needs or providing literacy support. Teachers deploy additional literacy support staff well and this is a real bonus for English and provides regular opportunities for children to reinforce their skills in the use of alphabet letter sounds and spelling. Those adults working with children with special educational needs use their expertise well. They keep them engaged in a task, help them understand what they have to do, provide encouragement and extend their concentration. This allows them to work at a good pace and progress at the same rate as others. They are particularly good at stepping into a situation where there is a behavioural problem and preventing it escalating so that the teacher can continue with the lesson.
28. Very effective use is made of learning resources. In some classes teachers had made the resources they were using to meet a specific need. Teachers ensure that what is needed for the lesson is easily accessible and encourage children to take responsibility for organising the resources they need. Artefacts are of good quality and specialist areas, such as libraries, creative arts room, hall and environmental areas outdoors are used well to support work in lessons.

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

29. The school provides a very broad, balanced and rich curriculum, which very effectively meets the needs and aptitudes of all children, including faster learners, those with special educational needs and the few for whom English is an additional language. A particular strength is the extra-curricular activities, which are varied and numerous and enhance the work in classrooms. There has been good improvement since the last inspection. The extra support provided to meet children's needs is helping to raise standards.
30. The school's aims reinforce the commitment to equality of opportunity for all children and a partnership with parents in children's learning. The involvement of all children in all learning opportunities by modifying them or extending them is of prime importance to the school. The National Curriculum is in place and all requirements are met. The National Strategies for Literacy and Numeracy have been very successfully implemented, reflected in the rising standards. Religious education meets the expectations for the Nottinghamshire Agreed Syllabus. The planning of the curriculum, which particularly meets the specific needs of Broomhill children, is a great strength. This results in extra time justifiably allocated to literacy because children have inhibited communication skills, and to physical education because children have low levels of fitness. Staff have worked hard to ensure that children have a wide range of experiences to help them make progress. Another strength is the links made between subjects to reinforce the knowledge and skills learned in individual subjects; for example, a study of the Ancient Egyptians included aspects of history, geography, information technology, English and religious education. Wherever appropriate the school uses national guidance for teaching the National Curriculum but also produces its own schemes of work if they are felt to be more relevant to the needs and interests of its children.
31. A very good range of clubs and other learning opportunities broaden the children's experiences and these are used to support the work in classrooms. Some take the form of specialised provision during the school day such as arts weeks or days, music tuition, sports coaching, day visits to places of interest and residential activities. After-school clubs provide a very good range of sporting, language, art and craft, music and drama and environmental activities. Noteworthy examples where clubs are particularly enhancing classroom work are the homework and study support ones where children who have difficulty studying at home can work in school with staff help. Government funding has been used effectively to support multi-cultural activities and evening theatre trips include the whole family. The very good attendance at the clubs (63 per cent) shows how much children appreciate them.
32. Personal, social and health education is a priority and it appears regularly in lesson plans. Drug awareness programmes are used effectively to point out the dangers of misuse and science and health education lessons address sex education and encourage children to care for their bodies.
33. The school makes good efforts to include parents and the community in the curriculum. Very useful information is provided for parents in termly newsletters that explain what children are learning and workshops help parents

to understand new initiatives in the National Curriculum. Homework is set regularly and reading diaries encourage dialogue between home and school. A home and school agreement is in place and 94 per cent of parents in their survey feel that the school provides interesting activities. The locality is used effectively in subjects such as art and history where visits are made to view portraits in Nottingham Castle and life in Victorian times focuses on Hucknall.

34. The school has very good links with partner schools. The school works closely with the infant school and secondary schools to ensure that children transfer from one to the other as smoothly as possible and that all relevant information is passed on.
35. Teachers who lead a particular subject manage the curriculum very competently. They are clear about their roles and rigorously carry out their responsibilities. The current focus on identifying links between teaching and learning is raising standards. A variety of methods for organising the curriculum is being tried; for example, grouping children by ability across the year groups for literacy and numeracy lessons, and the provision of additional staff to support the slower learners are helping to raise attainment.
36. The quality of the curriculum has improved since the last inspection with the establishment of an information and communication technology suite and higher status given to religious education.
37. Teachers are very effective at incorporating literacy and numeracy into other subjects, such as science, history, geography and religious education in order to reinforce skills learned in the daily literacy and numeracy sessions. Children were observed reading a range of texts and researching for information, debating current affairs issues, collecting and analysing data, measuring accurately and using coordinates in map work and orienteering.
38. Provision for the large number of children with special educational needs is very good and results in their making good progress towards the targets set for them. Teachers and special needs support staff work very well together to ensure that such children do the best they can. Assessments are used very effectively to guide children on the next steps in their learning. The special educational needs co-ordinator works very hard to make sure that this aspect is well organised, that parents are involved and that careful records are kept of children's progress. The few children with English as an additional language are fully integrated and communicate in English as competently as the other children. The school also makes very good provision for the faster learners by organising literacy and numeracy sessions into groups with varying abilities and by planning work in lessons that is challenging, making more demands of them in terms of output and independence.
39. Overall, the provision for pupils' spiritual, moral, social and cultural development is very good. It is now one of the school's strengths and has improved considerably since the last inspection as a result of a review of the curriculum and the purchase of more resources. Particular improvements have been made to the provision for spiritual and cultural development, which was judged to be satisfactory at the last inspection.

40. Many opportunities are provided for periods of reflection to develop spirituality and the daily acts of collective worship make a significant contribution. As part of the ethos in school, and in religious education lessons, children learn to respect the values and beliefs of others. This was demonstrated by discussions with Year 6 on current world affairs. History and geography lessons help pupils develop an understanding about different points of views and lifestyles. They are taught to appreciate beauty in literature, art and music. The environmental area in the school's grounds helps to foster a sense of wonder.
41. Stories, history lessons and class discussions help children to understand the need for moral codes and provide them with a sense of right and wrong. There is a very high expectation of good behaviour, underpinned by a code of conduct, to which children respond positively. Very effective use is made of the *peacemaker* strategy to deal with disputes in the playground and class councils help children to confront their feelings and actions. Moral education benefits from the study of topics such as *people, places and environment* where links are made to show interdependence.
42. The school puts great emphasis on personal development and numerous opportunities are provided for co-operative work and socialising. This includes a *quiet area* in the playground at break time, activities in classrooms where children work in pairs or groups and residential visits to Derbyshire. A good citizenship programme is being developed. The school is a warm, caring community where all children and adults are clearly valued. Those who are less fortunate are not ignored and the school supports a number of charities.
43. There is an appreciation of the need to promote multi-cultural education and every effort is made to use appropriate resources, visits and visitors, artwork, music, geography and religious education lessons to encourage respect and understanding for other cultures. Particularly noteworthy activities are the use of study support funding to enhance knowledge of multi-cultural art, music and drama and visits by an educationist in connection with work on rain forests. Children learn about their own culture in history lessons, which include studying Victorian Hucknall and visiting Nottingham Castle. They also have the opportunity to see theatre performances to which their families are invited.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school takes very good care of its pupils. The formal procedures are based on the excellent relationships and trust between adults and pupils. The school has a very good knowledge of each pupil as an individual and this helps it to respond very well to their needs, both academic and personal.
45. The procedures for child protection are very well organised and weekly staff meetings are used to maintain awareness and to discuss any concerns that staff have about any child's well-being. The health and safety policy is comprehensive and procedures are effective. The site manager works enthusiastically to ensure that the buildings and grounds are kept safe and tidy. Individual responsibilities within the school are properly defined and all the routines of classroom safety, fire drills, first aid, medicines and general

welfare are dealt with consistently. Provision for children with physical disabilities is very good. The curriculum also contributes to the welfare and social development of the pupils. It deals with sex education, drugs awareness, good health and the environment. The welfare of each child is seen as important and having observed that some children arrive without breakfast and that energy levels flag at break time the school has organised morning snacks, on the premise that hungry children can't learn.

46. The systems for the monitoring and management of behaviour are particularly effective. The rules are straightforward and the high expectations are clearly understood by pupils. All staff apply them consistently so that pupils know exactly what is expected of them and they respond accordingly. Teachers manage their classes very well and pupils enjoy the rewards that are given for good behaviour and effort. Very occasionally, it is necessary to work with individual pupils to improve their behaviour, by use of targets and contracts, for example, and this is done with the full involvement of parents. Assemblies, 'Reflection Time' and many lessons are used to exemplify standards of behaviour, care and consideration to be given to others. Adults are very good role models and the mid-day supervisors are particularly involved in promoting good behaviour outside the classroom.
47. The procedures for recording attendance are good. Registers are properly completed and absence is accurately analysed. All parents know that regular attendance is an important factor in achieving good standards and they respond accordingly. Pupils have the opportunities to win certificates for high or complete attendance each term. Most recently those achieving full attendance received a book token and parents expressed approval with this strategy.
48. The procedures for recording personal development are very good. Almost half the pupils have some element of special educational needs and, consequently, their progress and achievements are monitored in detail. The behaviour records are analysed, the issue of the various certificates are recorded and each pupil has a Record of Achievement file, which is kept up to date and accessible in the classrooms. 'Reflection Time' sessions give teachers a first hand opportunity to see how children are developing socially and how they relate to one another.
49. Methods of assessment and their use in supporting teaching and learning have improved considerably since the last inspection. These are important factors in the school's success in raising standards. The school uses very accurate and consistent assessment procedures to identify how well pupils are progressing and the achievements of different groups. The information this provides is followed by good diagnosis of what pupils do well and how they might improve. This enables realistic targets of improvement to be set for age and ability groups and individuals. Pupils are involved in this process through using the '*I can do*' sheets used in writing, reading and mathematics and when they respond to the encouraging and constructive comments about their work, which is a very potent feature of the school's marking policy. The effective analysis of national and other tests enables support to be directed towards weakness in learning. For example, in mathematics the measurement of time

was recently identified as an aspect requiring additional attention.

50. All monitoring procedures ensure that pupils receive very good support. It allows the pupils to be placed in sets for numeracy and literacy work and in groups within their class. Work can therefore be more readily designed to suit the differing rates at which children learn. The provision for pupils with special needs is very good. Where necessary additional support can be given in literacy and mathematics. There is a programme of study support, which is aimed to raise esteem and foster the development of the whole child. The school works very hard to help all pupils achieve their best.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

51. Parents have very positive views about what the school does for their children and the quality of education it provides. The inspection questionnaires, completed by a good number of parents, show that they are very happy with most aspects of school. In particular, they say their children make good progress in a school that requires them to behave well and work hard, where the teaching is good and the school is well led and managed.
52. Parents are given a very good range of information about the school and what their children are doing. Day-to-day matters are dealt with effectively through individual letters and there are regular, more general, newsletters too. Information about forthcoming topics is sent out each term. There are occasional seminars and workshops about how parents can help with homework, writing, reading and other aspects of the curriculum. The reading diaries can be used for messages to and from school if necessary. There are opportunities for parents to talk to staff informally at the start and end of the day and parents confirm that they are confident to approach the school at any time.
53. More formal meetings with class teachers take place during the autumn and spring terms and these are well attended by parents. The pupils' annual reports give a clear picture of progress, showing strengths as well as areas for development. The Record of Achievement, which each pupil has in the classroom, is available to be seen at any time. This is a comprehensive document and is used effectively to inform parents of their children's progress.
54. Parents of children with special educational needs are kept fully informed about progress and involved in discussing their targets. Links with those parents who are difficult to reach have continued by encouraging enquiries for help, removing the feeling of isolation when dealing with demanding behaviour and by just trying to make the school a friendly place where parents feel welcome rather than threatened. In this the school continues to be successful.
55. As their children join the school, parents attend introductory meetings at which they receive a prospectus, various policy documents and the home-school agreement. Almost all parents and their children sign and return this to school. At other times the school has consulted parents and pupils about aspects of the school, most recently the arrangements for homework. These very positive

links between the school and home ensure that parents make a good contribution to the life of the school and what it achieves. Although there is no formal parents and friends association, a small group of parents work with the school staff to organise social events during the academic year. These efforts directly benefit their children; for example, funds are used to subsidise visits and transport costs. Many parents help with these visits, as well as when classes go to swimming lessons and when there are particularly special events to organise.

56. Parents give wholehearted support to the school and make a satisfactory contribution to their children's learning at school. Almost all parents are keen to attend and discuss progress at consultation evenings, particularly where their children have special educational needs. Although most parents support homework, many children say that they have little time to hear them read at home or make the school aware of difficulties through the reading diaries. The school recognises that for parents to have an even greater impact, particularly in raising standards, they must have the same expectations of their children that the school does. The school must extend its efforts to help parents understand that what has been achieved so far can still be improved upon with their continued help. Specific help from parents by reading more regularly with their children, in order to help raise standards in this vital area of learning, is vitally needed, particularly in the younger classes.
57. Parents ensure that their children come to school regularly and this is reflected in the slightly above average figures for attendance.

HOW WELL IS THE SCHOOL LED AND MANAGED?

58. The school has a dynamic headteacher who is totally committed to providing the best possible education for the children. Her energy and vision of what she wants this school to be results in very strong leadership that provides a firm steer to its work. High standards are at the top of her agenda and in this aim she is well supported by staff but in seeking to make this school successful both she and the governors understand that academic success is not enough. They know that there is a need for the local community to have children who are well rounded, able to empathise with others, are tolerant of those who have different views and beliefs and relate well to the whole school community. The aims of the school underpin this philosophy and are clearly evident in all they do.
59. There is very good delegation and contributions from staff with responsibilities. All staff with management responsibilities work well as a team. They are clear about their roles and the headteacher allocates some time for them to carry out their management responsibilities but expects high quality input in return. The deputy takes an active part in the management of the school and curriculum leadership and with the co-ordinators uses considerable initiative in bringing new ideas to their work. These are shared with staff at an early stage and the results are seen in the very good classroom practice. It is very clear that they are proud of the school and have a good understanding of how effective leadership and teaching results in improved standards and high quality education. Delegation to non-teaching staff is good too, and their skills and expertise are used effectively. This is particularly noticeable in administration, and support for the headteacher is very effective, for example, by the system manager

60. The school is held in high esteem by the local area for its work with children who have special educational needs and parents often choose this school, particularly if their children are physically disabled. The provision made for these children is very good and extremely well co-ordinated. The school's broad, inclusive philosophy is centred round the warm quality of relationships between staff and children. An emphasis on giving children a positive self-image and esteem is based on non-confrontational dealings with pupils that keep emotional and behavioural difficulties under control. This development to meet the individual needs of children has been continuing for four years and is at the core of an inclusive policy to provide the whole curriculum for all pupils. Staff from outside agencies that support these pupils praise the detailed reviews of children's progress.
61. Teachers effectively monitor two other groups of children, the higher attainers and those for whom English is an additional language, to ensure that these pupils are progressing as well as others. Although they are few in number, the children for whom English is not their home language speak and understand it well and records show that tasks are modified to assist them when necessary. The headteacher expects all lessons to be planned so that faster learners can be inspired and challenged, thus maintaining interest and making the best progress.
62. The governors contribute very well to the effectiveness of the school. Many are very experienced and have developed high levels of expertise. They are very well organised and have a thorough approach to all they do. They consider that they have had every opportunity to help shape the direction of school development. They are fully aware of the school's strengths and weaknesses and are kept up to date by the headteacher and deputy. For example, each autumn the deputy presents a detailed analysis of school performance data to the strategic development committee and governors use this as part of the target setting process. They are very effective at fulfilling their responsibilities because they work very well with staff and parents, know the children, meet all statutory requirements, are involved in performance management, make contributions to the school development plan, and are involved in the monitoring and evaluation work and daily events in the life of the school. They emphasise that the aims of the school must be reflected in its work and this is clearly seen by the way each area of development in the school plan is linked to specific aims. Governors put great trust in the headteacher but expect her to be accountable to them, using their role of 'critical friend' to question and discuss any suggestions or concerns. They, in turn, account well to the parents of the school. They know what is going on because they make regular visits and report back to all governors at their meetings.
63. The governing body is very aware of the principles of best value. It takes a keen interest in the performance of the school and the way that it is seen locally. It makes very good use of the detailed analysis of assessment results, including comparisons with other schools, so that it can target its spending appropriately to bring about improvements in standards. The headteacher has been monitoring the way that time is being used by teachers for subjects that have been identified for further improvement of standards and that every opportunity is taken to reinforce the basic skills of literacy and numeracy in other subjects. The school seeks the views of parents and children about possible changes to curriculum or organisation through discussion and questionnaires. Decisions are shared because the school prefers an open dialogue with its children and their families.

64. The school makes very effective use of resources. This efficient school provides clear evidence that it plans carefully for all expenditure and its spending decisions relate to priorities for improvement and benefit for the children. The school development plan identifies specific costs for each of its priorities and where possible obtains tenders for services and determines the best value for money in purchasing goods. Particularly good use has been made of funds provided for a specific purpose. Although the local authority is not keen to provide statements of need for children at Stage 5 on the special educational needs register, funds are provided to ensure that their needs are met as required by law. The school uses such funds sensibly to train and provide appropriate staff to work alongside children and to purchase such resources, as the children need. This is working very effectively to enable these children to do as well as they can. Study support funding has been provided which has enabled the school to extend its range of learning opportunities. Such activities as mask making, multicultural drama and dance, art and music activities have extended provision for children's cultural development and improved their self-esteem, social skills and ability to work co-operatively in a group.
65. Although there appears to be a surplus in funding of twelve and a half per cent at the beginning of the financial year owing to the school being reimbursed for some part-time teaching salary in a lump sum from an external source this is adjusted during the year. By the end of the financial year the surplus is less than five per cent. Governors are aware that some aspects of building maintenance often require additional work and they have rightly earmarked this contingency for that purpose.
66. There are sufficient, well qualified staff to teach the curriculum. Most are experienced but one is newly qualified and joined the school just a few weeks before the inspection. This teacher feels well supported by the school and a well-structured policy for the induction of teachers new to the school is being applied very successfully. Three well-trained classroom assistants support teachers. Recruitment is not a problem and the three staff who have left the school in the last two years have been replaced easily because teachers want to work here. All teachers are effectively deployed to provide the best possible support for pupils' learning. For example, a very able and appropriately qualified teacher co-ordinates the work of children with special educational needs. Staff training has a high profile and has resulted in improvements to teaching - for example, that for information and communication technology. The training plan is clearly linked to performance management and staff development planning. It identifies the support needed for staff to meet the requirements of performance management and the individual action plan. Plans for training to improve the education of gifted or talented pupils will begin soon. The school recognises the importance of well-trained support staff and they are involved in much of the training with teachers, as for instance, during the recent numeracy training. Their skills are used well by teachers and the ways that they are used are having a positive effect on children's learning.
67. The accommodation, including the outside facilities, is very good. Such facilities as the new information and communication technology suite, the two libraries, creative arts room, shared work spaces, hall, environmental garden,

adventure playground, seven-acre outdoor play space with sports facilities and access for disabled pupils or parents make pupils feel that this school is an exciting place where they want to be. Displays are used effectively to demonstrate the range of work, indicate improving standards and raise children's self-esteem so that they take pride in their work. It creates a very pleasant atmosphere in which to work. The range and quality of learning resources are now very good, following improvements since the last report. Particular improvements have been made to those for music and religious education. Good use is made of those resources outside school, including those agencies supporting children with special educational needs and those provided by the local education authority.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

68. In building on the school's achievements and to raise attainment further the headteacher, staff and governors should:

- **The current practices for improving reading need improvement because the lack of reading skills, when children enter school, is hampering their progress in comprehension and they do not understand some of the tasks required in these tests or have the confidence to tackle them. The school needs to ensure that children read individually with an adult or reading partner so that their individual difficulties can be addressed and they have more practice in developing fluency**

(see particularly paragraphs 1, 4, 20, 25, 56, 71, 76)

- **improve pupils' performance in National Curriculum tests in English to bring them to the same high standards as that being achieved in mathematics and science by continuing the strategies currently being employed. These are proving to be successful but need more time to take effect.**

(see particularly paragraphs 1, 3, 4, 69, 76, 78)

OTHER ISSUES FOR CONSIDERATION BY THE SCHOOL

- extend the contribution that parents make to their children's learning so that, as partners with the school, they have a greater awareness of what their children can achieve, particularly in reading.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
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	3	21	11	2	0	0	0
Percentage	8	57	30	5	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s].

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	226
Number of full-time pupils known to be eligible for free school meals	47

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	103

English as an additional language	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence	%
School data	5.8
National comparative data	5.2

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	32	55

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	19	23
	Girls	24	24	30
	Total	37	44	53
Percentage of pupils at NC level 4 or above	School	67 (57)	80 (69)	96 (84)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	20	21
	Girls	25	27	30
	Total	40	47	51
Percentage of pupils at NC level 4 or above	School	73 (55)	85 (68)	93 (78)
	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	4
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	3
Bangladeshi	0
Chinese	0
White	218
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

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	1	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.

Teachers and classes

Qualified teachers and classes: Y3– Y6

Total number of qualified teachers (FTE)	9.8
Number of pupils per qualified teacher	23
Average class size	28

Education support staff: Y3– Y6

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

FTE means full-time equivalent.

Financial information

Financial year	00/01
	£
Total income	460228
Total expenditure	457887
Expenditure per pupil	2000
Balance brought forward from previous year	63309
Balance carried forward to next year	65650

Recruitment of teachers

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

Number of questionnaires sent out	226
Number of questionnaires returned	83

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	2	0	0
My child is making good progress in school.	59	38	1	0	0
Behaviour in the school is good.	59	34	4	0	0
My child gets the right amount of work to do at home.	39	49	6	2	4
The teaching is good.	66	32	1	0	1
I am kept well informed about how my child is getting on.	54	38	5	0	4
I would feel comfortable about approaching the school with questions or a problem.	72	26	2	0	0
The school expects my child to work hard and achieve his or her best.	71	29	0	0	0
The school works closely with parents.	52	44	2	0	0
The school is well led and managed.	76	21	2	0	1
The school is helping my child become mature and responsible.	65	33	2	0	0
The school provides an interesting range of activities outside lessons.	54	39	4	0	4

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

ENGLISH

69. Standards in English among the current eleven year olds show that the majority are on course to reach the attainment expected for children of this age by the end of Year 6. However, there is a significant proportion, around a third, who are not likely to achieve the national targets because they have special educational needs. The low levels of ability when children enter the junior school, especially in reading, mean that there is much to do to catch up with other schools and this also has an impact on the overall achievement. Speaking and listening skills are better than reading and writing. The school is improving standards year by year and they are getting closer to the national average. This is an improvement on the previous report, where standards were judged to be below national expectations in reading and writing by the time children left the school and progress was deemed to be unsatisfactory. Progress is now good, overall. There is a weakness in reading among seven to nine year olds.
70. By the end of Year 6, the majority of pupils can express themselves coherently when putting forward a point of view, as seen in discussions with pupils on environmental issues and current news items. They are confident enough to speak to an audience and can take turns in debates. They read aloud with reasonable fluency and expression. Speaking and listening skills are better than other aspects of English because of the variety of opportunities provided by teachers both in class and in school councils such as the environmental council. Skilful questioning by teachers helps children to organise their thoughts, express their opinions and enlarge their limited vocabulary.
71. Generally, eleven year olds read at an appropriate level and understand what they are reading, as shown by their answers to questions on the texts they are reading. They know how to find information in the library or on the Internet and can make notes on relevant sections. They use contents pages and indexes with confidence and are familiar with dictionaries and thesauri. However, there is a weakness in reading in Years 3 and 4, which slows the rate of progress that could be made. Children start junior school still learning basic reading skills. They have obviously been taught how to approach unfamiliar words and are aware of family groups of phonics. They use these skills when reading worksheets or parts of stories but it takes them so long to decipher the words that by the time they reach the end of a passage they cannot remember what it is about. They are not fluent enough to cope independently with the demands of the Year 3 curriculum, which requires effective reading and comprehension skills. Many children in school perform adequately in the classroom because of the high level of support provided by the school; when faced with a test situation where they have to read independently they do not perform as well.
72. The majority of children in Year 6 can write accounts, reports, stories and poems, using correct punctuation. The faster learners produce some very good stories that hold the reader's attention through the effective use of descriptive language and suspense. This aspect of writing is improving by the

introduction of extended writing sessions into the weekly timetable in which imaginative writing skills are specifically taught. There is evidence from children's books of a wide range of writing for different audiences and purposes. Children learn to spell a range of words in common use through weekly spelling tests and their attempts at unfamiliar words are, generally, phonetically plausible. Presentation is good. Children write neatly and legibly in a pleasing cursive script. Information technology is used effectively to present work in a variety of formats.

73. The quality of teaching ranges from excellent to good and is, overall, very good. This is an improvement on the previous inspection, when it was judged to be good. Teaching is a strength and makes a significant contribution to the good progress made by children. Lesson planning is particularly good, with attention being paid to the various abilities of children through the use of detailed assessments that indicate what children can do and what they need to do next.
74. Classes in year groups are organised into sets of children of similar abilities so that teachers can target specific needs more accurately. This benefits the faster learners as well as the slower ones. Children with special educational needs are provided with very good guidance from support staff, who work closely and effectively with teachers to help the children reach the targets set for them. The few children with English as an additional language do as well as the rest and take a full part in all activities. This shows the effectiveness of the school's educational inclusion policy.
75. Marking of work is another strength; teachers provide very good advice to children on how to improve their work and also explain why it has been judged good. Expectations are high and this means that children are expected to work hard and fast. The pace of lessons and reminders to children that assist them to organise their activities helps this. Skilful questioning allows teachers to check children's understanding, extend their vocabulary and develop speaking and listening skills.
76. There is a weakness in Years 3 and 4 in the teaching of reading. Although children are provided daily with opportunities for silent reading and the literacy hour caters for class and group reading sessions, more needs to be done to ensure that children read individually with an adult or reading partner so that their individual difficulties can be addressed and they have more practice in developing fluency. Parents are encouraged to hear children read at home but there is evidence from the reading diaries that many children do not regularly receive this vital support.
77. The National Literacy Strategy is in place and is working effectively, as reflected in the rising standards in national tests. Teachers ensure that children use literacy skills in other subjects such as history, geography, religious education and science. There are instances of teachers specifically addressing literacy skills by using, for example, historical accounts of events in the past such as life in Victorian England, to encourage children to write from the point of view of a character of the time. Children write instructions for cooking and making models; they write reports of scientific explorations; they

use research skills in history and geography and they express their opinions and findings about world religions in religious education lessons.

78. The very capable subject leader is active, enthusiastic and determined to raise standards. She is supported very effectively in the role by senior management and has a clear vision of the direction in which the subject needs to go. The detailed analysis carried out on assessments and test results points to where improvements can be made and she advises teachers towards appropriate courses and external support to raise expertise among staff.

MATHEMATICS

79. Standards have risen steadily over the last three years and now match national averages in all areas of mathematics. (number, algebra, space, shape and measures and data handling). This is reflected in the recent National Curriculum test results for 2001. Approximately a quarter of children reach higher than average levels, a proportion which has increased in successive years. In the 2001 tests there is a marked increase in the number of girls attaining above average levels, which was an identified weakness from the year 2000 analysis. Children with special educational needs make good progress. They are well supported in lessons by additional adult help and tasks, which match their ability. This enables a significant number to attain standards typical of eleven year olds by the time they leave the school. Standards in using and applying mathematics, investigative work and mental mathematics are now better than at the time of the last inspection. The only significant weakness is in the lack of regular use of information and communication technology in supporting learning. However this is growing as resources improve.
80. By the age of eleven most children have good basic numeracy skills. They understand the place value of figures to at least two decimal places and apply this confidently to mental and written problems. They use methods such as doubling, halving, rounding and ordering by size to discover quicker and more efficient methods of calculating. The majority have sound knowledge and understanding of standard measure, the properties of two- and three-dimensional shapes, angles and the construction and interpretation of graphs. They have an appropriate range of mathematics vocabulary, which they use correctly to explain how they have found an answer. Using numeracy has a high priority and there are many good examples of how it has been applied to solve problems. It is used for example, in finding the cost of organising a fireworks party, percentage work based upon a bird watching survey, angles when investigating rotational symmetry and data work involving drawing and reading temperature line graphs.
81. The use of mathematics in other subjects, which was judged to be limited at the last inspection, has improved significantly. Children have investigated pyramid numbers when studying the Ancient Greeks, used data handling skills when measuring pulse rates and the growth of plants. They have applied their knowledge of coordinates to map reading, their number skills to musical notation and analysed the length of words in a story. Problems in number

honeycombs have been solved and the understanding of large numbers applied to distances and sizes of planets in the solar system. Line graphics, transformation of shapes, pie, column and line graphs are some of the features of work involving information and communication technology.

82. The quality of teaching is very good. In very few lessons seen did it slip below this standard. The organisation of each year into two ability sets for mathematics enables teachers to focus more precisely on the learning needs of different children. This was evident in a Year 3 lesson in which there was a significant number of children with special educational needs. The many opportunities provided by the teacher for children to talk about their work and the skilled support given by the classroom assistant enabled these children to make good progress in understanding the properties of common shapes. The parallel lesson with the faster learners was of excellent quality. This featured probing questioning and discussion that led to some children recognising irregular pentagons and all the class learning how to use properties such as flat, curved, straight and edges to sort shapes. The pace and challenge and the enthusiasm this lesson created were very good features. Similarly, very good subject knowledge and understanding were displayed in a Year 4 lesson when the bright, pacy mental session improved mental skills in halving and doubling numbers. The work on coordinates that followed broadened children's vocabulary as words such as *origin*, *grid*, *column*, *horizontal* and *vertical* were discussed and applied.
83. Both the two Year 5 lessons observed were very well planned and the oral session, counting up and down in different amounts, was a very good opening for the work on scales, which followed. In one, teaching methods had been carefully thought out, involving, for instance, the use of a large projected column graph to which children could refer to answer questions and the teacher's skill in encouraging the children to achieve the high expectations he had of them. The latter resulted in their working productively and responding enthusiastically to the challenge. In the other Year 5 lesson, the presentations on the class whiteboard were of indifferent quality and the teacher had not yet acquired the skill of involving the whole class in questioning and discussion. Efficient assessment, the use of homework, very good relationships and lesson organisation were particular features of the very good teaching in Year 6. The lesson content in both promoted very good learning as children were challenged to improve their mental skills and knowledge and understanding of graphs. Through the use of a story approach, by the end of one lesson most of the class had a good understanding of how to produce an accurate bar chart and find information from it. This was accomplished by the high quality of the task and the interaction between the pupils and the teacher that made the children think for themselves. In the other, higher order skills such as understanding the mode, median, range and mean in data were successfully taught. The teacher used practical examples, a more difficult task for faster learners and time targets to promote intellectual effort, productivity and pace of working.
84. Management of mathematics is very good and has been influential in improving attainment. The three-part lesson structure of the National Numeracy Strategy has been firmly established. Observation of lessons has improved the quality of teaching and there is a consensus among staff about what they need to do to make lessons even better. For example the greater use of information and communication technology. Planning is well developed, with clear identification of what

children are expected to learn in lessons. Assessment is accurate and used consistently to track children's progress, identify areas of weakness and set targets for improvement. Resources are good and used well. The co-ordinator highlights children's enjoyment of numeracy and mathematics as a major success during recent times. There is plenty of evidence to show that this is an important factor in raising standards.

SCIENCE

85. Children attain high standards in science. Pupils' performance in science over the past years has shown very significant improvement. The results of the most recent National Curriculum tests in 2001 show that standards continue to improve with a very high proportion of the children achieving the higher levels. By the end of Year 6 pupils' attainment is good and the majority achieve better than average standards in lessons and their written work. Science is a great strength because of the very effective teaching of the subject, the importance placed on pupils' understanding of their work and the well-planned development of investigative skills.
86. Learning throughout the school builds securely on the children's previous scientific knowledge and also on their skills and understanding of scientific enquiry. Good progress is made overall, and some very good progress was seen in lessons. This is an improvement on the findings of the last report. Using their knowledge of the sources of light and stored electricity, children in Year 3 can explain the need for a complete circuit and predict when the bulb will light. They learn to use the correct symbols for the components of their circuits such as batteries, bulbs and switches. They use this knowledge well when designing and making their own torches in design and technology. In Year 5, most pupils are able to draw a correct circuit diagram and explain how the components work as part of their investigation into electrical resistance. They understand how to carry out a fair test by changing variables in a circuit; all can make a hypothesis, record their results and draw their conclusions showing a good understanding of conductors and insulators. While learning about the growth of plants, Year 4 children compare their results of their investigations into the best conditions for the germination and growth of cress seedlings. They measure the growth accurately and record their findings in a table. They are able to draw general conclusions and use their observations to explain unexpected results - for example, that some germination of soaked seeds occurred against their predictions because of the uneven surface of the cotton wool left some seeds uncovered. They evaluate their work and decide if their conclusions agree with their predictions. When beginning a new topic children review their own previous knowledge..
87. Teaching was very good in half the lessons seen and good in the others. This is a significant improvement, reflecting the school's considerable efforts to improve the quality of teaching and learning in all subjects. Teachers have high expectations of pupils' learning. Skilful questioning strategies are very well used to challenge children to consider the reasons for their answers, and develop their scientific thinking, which has a positive impact on their learning. Very well planned lessons take into account the needs of all groups of

children, including a range of different teaching methods and suitably challenging tasks so that all children, including those with special educational needs, can progress well in their learning. Well-developed discussions in all lessons promote understanding. Clear explanations of scientific information, such as the role of decomposers in the forest in Year 5, and well-considered demonstrations, such as the modelling of a complete circuit in Year 3, are very well used in lessons. First-hand practical activities enable the children to make significant progress in their scientific knowledge and in understanding of their work. For example, work in Year 3 shows pupils discovering which solids dissolve in water to give solutions, Year 5 predict the results of filtering and in Year 6, pupils had investigated pitch and volume by making comparisons of sounds. In a Year 6 lesson, children built up a food web centred on the oak tree by acting as the predators and prey, linking themselves in a complex interdependent web. This practical experience was used effectively to illustrate and explain the effect of the destruction of part of the forest ecosystem. This science lesson was inspired by a visit of an environmentalist to raise awareness and understanding of the world's rainforests, part of their study in geography.

88. Teachers make very good use of well-established assessment procedures to identify areas for improvement. For example, although the use of information and communication technology is generally satisfactory in science, teachers did identify a need to improve its use to present and interpret the data. The planning to improve this aspect of the work was developed. Children in Year 4 use light and temperature sensors to log their data in their own experiments such as investigating the reflection from different coloured cards and the heat generated when hands are rubbed together
89. Teachers' very good subject knowledge, especially of the investigative skills that develop children's understanding of scientific enquiry, enables them to plan challenging practical experiences. The faster learners in Year 3 are beginning to find out about series and parallel circuits. Learning objectives are shared very effectively at the beginning of each lesson so that children understand the purpose of their work and can explore links to previous learning. For example in Year 5, the children showed their understanding of a full investigation before planning their own work and the teacher used the plenary session very well to review the results of their investigations and consolidate learning
90. The good teaching is increasing the quality of children's learning. They have very good attitudes to their work in science. They enjoy their tasks and talk confidently about their learning. Very good relationships in lessons enable teachers and children to work very successfully together. Older pupils particularly enjoy discussing their work sensibly and finding out more. Pupils behave very well because teachers manage and organise the lessons very well. Learning proceeds at a brisk pace, reflecting the children's high level of interest and concentration on their work. They move well between the different parts of the lessons and usually settle quickly to their tasks. Even the younger children select their own resources very sensibly from a wide range of well-organised components. When working together they co-operate well, supporting each other and sharing their thoughts, ideas and tasks. In class

discussions they generally concentrate attentively to the views and findings of others. For example, Year 4 pupils confidently reported to the class the evidence of their own investigations into the germination of seedlings. Others listened attentively and could then draw conclusions from their findings.

91. Science is very well managed. The very strong leadership provided by the co-ordinator has a very significant effect on the high standards achieved. Through his thorough analysis of pupils' work and evaluation of their progress, especially in the development of scientific enquiry, he supports the teaching of science very effectively. He has a very clear understanding of the needs of the subject and regularly considers improvements and has rightly identified the greater use of information and communication technology in science as the priority for continued improvement. He is justifiably proud of the school's achievements in science.

ART AND DESIGN

92. As it was possible to see only two lessons during the inspection evidence is also drawn from discussions with teachers, planning, displays of children's work and an analysis of the children's sketchbooks. Standards of achievement overall are good, with examples of some very high quality work seen in displays throughout the school. The work in art and design has improved well since the last inspection.
93. The school has thoroughly dealt with all of the issues raised at the last inspection. After the school reviewed its provision for art and design, it adopted the nationally accepted scheme of work and good assessment procedures have been put into place. The school has identified the need to now develop and monitor the consistent use of assessment throughout the school. Children work confidently on many three-dimensional projects. For example, in Year 6 they design headwear and masks as part of the "What a Performance" topic, considering the character for which they are designing as they decide the decoration, evaluating their finished work well. In their lesson, they built up a relief of their imaginative animal inspired by their rainforest work, using papier-mâché. Year 4 children produced zebra heads to form part of their very striking black and white "Zany Zebra" display, which also includes powerful examples of pattern work, work in charcoal and studies of heads and herds, showing good understanding of position and distance. The school's three-dimensional work is complemented by the mask making workshops.
94. Art and design work is very well used to enhance work in other subjects. Very careful observation and use of watercolour paints captures the detail and delicate shades of fruit in the Year 3 work on healthy living. Year 5 children produce bold silhouettes of their heads as they discover more about shadows and opaque materials in science. Studying the work of many artists inspires the children to use features they observe, and interpret the different styles in their own work. For example in Year 3, they consider the features of Kandinsky's art as they work imaginatively with their own ideas of colour and shape. Older children study Lowry. They use perspective very well and produce their own impressive "Lowry Landscapes", using a range of materials including charcoal, chalk, pencil and crayon. Bold colourful interpretations of Picasso's work are expressed in the children's own paintings.
95. Sketchbooks are being developed well throughout the school to support work in art and design and other subjects in many ways. Drawing techniques, as

seen in Year 3's work on line and shade, using different pencils, show progression in the skills children use. Careful detailed observations in Year 5 express the three-dimensional qualities of objects such as shoes and cans, using shading well. The creatures of the rainforest are drawn with very close attention to details in Year 6. Children sketch original thoughts and highlight colouring for later use in their own paintings. They experiment with perspective as they study the work of Lowry. In design, the sketchbooks are well used as ideas are developed, illustrated and labelled, and materials identified. When visiting Tichfield Park, Year 4 children sketch the equipment they may include in their own adventure playground designs.

96. Because too few lessons were observed it is not possible to make an overall judgement of the quality of the teaching of art and design. However, in those lessons seen the teaching was good in one lesson and very good in the other. Lessons are well-planned and learning objectives and activities are clearly explained. Resources are used very effectively. The teacher's good assessment of the emerging relief designs helped the children in Year 6 to consider using greater imagination in their work. In the very good lesson in Year 5, an excellent introduction by the teacher encouraged children to share their very good understanding of the work of the Gauguin and Picasso. They responded eagerly to the challenge of working as artists, employing the techniques of Gauguin and Picasso in their portraits. They maintained their interest and concentration throughout the lesson, discussing their methods and approaches to their own work, and experimenting imaginatively with different painting techniques and textures.
97. The very good management of lessons enhances the learning that takes place. Children have very positive attitudes to their work, look forward to their activities and are happy to discuss their ideas. They are proud of their contributions to the displays of work throughout the school and in the Art Gallery.
98. The opportunities in art and design enable children to experience and use a wide range of materials and processes, including information and communication technology. This is beginning to be used effectively in symmetry and pattern making, such as in the repeating zebra images, and to extend the recording of visual images. In Year 4, images of fruit in the pointillist style show excellent colour placement using "Colour Magic" software.
99. The management of the subject is very good. The skill and artistic expertise of the co-ordinator is having a strong impact on the work in art and design. She works very enthusiastically to support her colleagues. She knows and understands the requirements of the subject very well. By analysing and evaluating children's work and teachers' own needs, she has considered areas such as the progression of drawing skills and the use of sketchbooks, to further improve standards.

DESIGN AND TECHNOLOGY

100. It was possible to observe only two lessons during the inspection. Evidence of standards is also drawn from discussions with teachers and pupils, and an

analysis of teachers' planning and the portfolio of children's work. Good standards are achieved and they are better than those expected for their age. This is an improvement since the last inspection.

101. The school has very successfully tackled the issues raised in the previous report. A wide range of good quality resources supports children's work very well. In Year 4, well-organised materials and tools enable children to select everything they need to make their adventure playground equipment. Planning now includes opportunities for children to develop their work in food technology. In Year 6, children produce a food gift as part of their topic "Festivals and Celebrations". Investigating and adapting a basic recipe, they design and make biscuits, showing an awareness of both taste and appearance and suitability for the occasion. Working with food is successfully included in a Year 5 literacy lesson when working on instructional texts, pupils not only re-order the method but make a pizza following their new instructions, showing a good awareness of food hygiene and the safe use of tools.
102. Children make good progress in their work and examples of very good progress were seen in the lessons. When testing and evaluating their own torches, children in Year 3 referred to their design features such as the appearance, handles, and their use of circuits and switches. They gave reasons for their choices of materials, such as those for reflectors, and identified assembly problems and how they are overcome. Many made very clear suggestions for improvements to their torches. In Year 4, children discuss their task with confidence, constantly referring to their well-labelled detailed equipment designs for accurate interpretation. They worked with care, measuring and marking the wood before sawing or drilling, with a good awareness of safety and correct use of the tools. Investigating examples of adventure playgrounds from the Internet and reviewing the equipment in a local park inspired their own designs.
103. Not enough lessons were seen to be able to make an overall judgement of the quality of teaching but in one lesson was very good and in the other was good. In both lessons, teachers planned their work very well, clearly demonstrated skills and high expectations of pupils learning characterised the good teaching. Teachers share their learning objectives with the children so that they know exactly what is expected of them and how the lesson forms part of their whole project. In a very good lesson in Year 3, the teacher supported less confident readers very well by illustrating the specific vocabulary in visual and simple terms and encouraging oral feedback and numerical scores in reviewing their torches. An excellent plenary session encouraged all children to understand the importance of their role in reviewing and evaluating their own work.
104. Good assessment procedures are used to monitor children's progress in designing. Well-organised and detailed schemes of work for each project covering all aspects of the National Curriculum requirements are central to the subject planning. In each project children investigate a range of products to generate ideas for their own work and refine their skills, before planning, designing and making, developing a very good understanding of the whole process. The appearance and intended purpose of the products are well considered. Good quality finished products are made such as the adventure

playgrounds and attractively decorated belt bags in Year 4 and moving toys with cam mechanisms in Year 6.

105. Children respond well to their work. In Year 3, they enthusiastically inspected their torches, confidently described their designs and listened carefully, despite a storm, as others explained their own work. They were very eager to test how well the torches work in the dark. Children worked well together in Year 4, co-operating and supporting each other in their tasks. They listened and watched attentively to the teacher's demonstrations of cutting and joining wood and at the end of the lesson, celebrated their success and showed how their own skills had improved. Pupils in Year 6 have very positive attitudes to their previous year's work. They eagerly discussed their "lifting and shifting" vehicles, identifying the skills, planning and design processes they used, such as modelling possible designs using kits. Confidently identifying the problems they meet using pulleys, magnets and axles, and constraints of some of the materials in terms of strength, they justified the design adjustments they made during construction.
106. The recently appointed co-ordinator already has a clear vision of the needs of the subject and is enthusiastic to develop her management role. As part of her monitoring and evaluation responsibility, she has begun to analyse children's work and has identified areas to improve teaching and learning. The school has already identified the need to increase the use of information and communication technology to raise standards further, initially as part of the design process. Reviewing the quality of teaching is planned, as the foundation subjects are now included in the monitoring programme.

GEOGRAPHY AND HISTORY

107. Insufficient lessons were seen in geography and history for an overall judgement to be possible on the quality of teaching but there was enough evidence from work samples, displays in school and discussions with Year 6 children to judge pupils' attainment. By the end of Year 6, standards in both geography and history are typical of those expected and progress is good. This is an improvement on the previous inspection, when similar standards were found but progress was considered to be merely sound.
108. In geography, map skills are particularly good. Children can use coordinates to find places on maps and they can plan journeys to unfamiliar locations. They use a key to interpret a map and can make sensible decisions on where to site an imaginary settlement based on their reading of the features in the locality. This knowledge is enhanced through work in other subjects, such as physical education, where children learn orienteering skills, as seen in a lesson where they had to find their way round the school's grounds using a map to find clues. This work prepares them for a residential visit in the Derbyshire Peak District. Children also have a good understanding of environmental issues and they can discuss dilemmas faced by people who want to use cars for convenience while knowing that they pollute. Children are keen on conservation and the school's environmental council provides a forum for their ideas and opinions on the maintenance of an environmental area in the

school's grounds. A visit from a speaker on a rainforest provoked much serious debate on habitats, lifestyles and responsibility for stewardship of the environment. Progress is good as children develop the appropriate vocabulary, learn about a sense of place and come to realise the impact of features, climate, farming and people on locations.

109. In history, eleven year olds show an understanding of the purpose of the subject and how the present has been shaped by events in the past. They can explain the influences of famous people such as Henry VIII on the direction of the church and how Florence Nightingale helped to shape nursing care. They have the appropriate enquiry skills to do research on the consequences of actions and appreciate the bias revealed in evidence from the time. They can put periods of history into the correct order. They can make comparisons of life in Victorian times in their area and compare it with now in aspects such as public health and childhood. Progress is good and accelerates as the Years 5 and 6 children become able to skim and scan documents and books for information and become more articulate as their vocabulary improves.
110. Literacy and numeracy feature strongly in geography and history lessons as children learn to seek information from the library and Internet, make notes and write accounts of events and lifestyles. They draw up time-lines for history and use grids for map work in geography. Children of all abilities take a full part in all activities. Those with special educational needs are supported in their reading and writing while the faster learners are encouraged to do independent research.
111. The teaching of geography was seen only twice, both times in Year 6. In the classroom lesson the quality of teaching was good. The very careful planning of the structure of the learning guided children towards the standards they needed to achieve. Praise was used effectively to encourage participation and a wide range of helpful resources kept children motivated. A notable example of this was the use of an overhead projector, which groups of children used to explain to the rest of the class their reasons for placing a settlement where they did on a map. This also provided useful opportunities for speaking to an audience and linked well with English lessons. A visiting speaker for both Year 6 classes led the other lesson, on the rainforest, and the teaching was very good. Children were excited by their experience of smells, sounds, products and creatures and they learned a lot about interdependence. Only one lesson was observed in history, in Year 5. The teaching was excellent and children made very good progress as they learned to distinguish between wealth and poverty in Tudor times through the use of historical evidence, which they had to analyse and then devise questions from. The classroom buzzed with discussions as groups prepared tape recordings for a future session. Teachers' planning for geography and history shows that much thought goes into providing realistic experiences that bring the subjects alive for children. As well as day visits to places of interest such as castles, parks and walks around the local area, children are given orienteering activities and study the terrain on a residential visit to Derbyshire.

112. The same co-ordinator leads both subjects. She has very good leadership qualities and is very clear about what is needed to develop the geography and history curriculum and raise standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

113. Pupils' attainment in information and communication technology (ICT) has improved significantly since the last inspection when it was judged to be unsatisfactory in several areas. By the end of Year 6 almost all children reach standards typical for age in all elements of the subject and approximately a quarter attain high standards. Children with special educational needs make good progress and an increasing majority reaches the desired standard by the time they leave the school.
114. This has come about for a number of reasons. The school now has a well-equipped computer suite, which, provides good facilities for class teaching. Curricular planning is clearer and more precisely focused on new learning being built upon what children know and can do. Teachers have better knowledge and understanding and are much more confident in their teaching. The development of the subject is led by a very knowledgeable co-ordinator who leads by example.
115. By Year 6 most children are adept at using a computer for a wide range of purposes. They confidently access font type and size, picture art and colours, use spell check, cut and paste techniques and import text and illustration to enhance their work. Good examples of this are shown in the 'Guide to Broomhill Junior School' produced by the ICT club and in displays around the school. In mathematics, younger children are skilled in combining text, using data-bases and using graphics, evident in their topic about healthy eating. The display of interwoven curved lines to draw 'Crystal Flowers' and the production of colourful wrapping paper are good examples of the use of pattern and modelling. ICT is regularly used to analyse data and answer questions through the use of complex Internet searches. Some good work in this respect has been done by Year 5 children during their work about the plague village of Eyam and when learning about 'Space'. By the time children leave the school they are confident working on multimedia projects such as '*Illuminatus*', which involves combining such methods as images, sound, text and control. The more able know how to log on to web sites, use e-mail and refine and present information for specific purposes and audiences.
116. Overall, the quality of teaching is very good. Teachers show very good knowledge and understanding of how to teach basic computer skills. For instance, in a Year 4 class, the children were taught how to correct spelling using an interesting and appropriate step-by-step approach. Once this had been achieved they were challenged to use this skill in tasks of increasing difficulty. This inspired them to concentrate, apply intellectual effort and show initiative. The teacher had high expectations of the children, particularly in highlighting the need to use reading strategies when the check system failed to give an alternative. Similar very good teaching was evident in a Year 5 lesson when children used a graphical model. The lesson was very well planned and built successfully on what children already knew. It was the last of a series on this topic, during which the children had learned techniques such as rotating, overlapping, relocating and resizing shapes. This

knowledge was applied very successfully to a task involving redesigning the layout of a classroom. They were totally engrossed in the very interesting task, which provided an opportunity to work together and share ideas. Resources were well organised and the questioning, discussions and interaction between teacher and children were indicative through the high quality of relationships.

117. In the other Year 4 class good levels of learning were achieved through the use of a compact disc about world religions. This required children to use basic skills such as mouse control, icons, index and window adjustments to find answers to questions about the Hindu religion. There was a good match of work to suit the varying abilities and the discussion session at the end of the lesson was used very efficiently to assess what children had learnt and understood.
118. Owing to the lack of immediate access to ICT in the classroom, there is a minor weakness in its use to support learning in lessons. There are some good examples of where it has enhanced writing, data work, science experiments, history and geography. Pupils have used their skills in word processing, use of light sensors and in interactive projects such as the Victorian 'Underground Adventure'. Cross-curricular links in ICT is a key issue in the current development plan. During this school year it is expected that all classrooms will have the necessary resources to develop this further.
119. The subject now meets all statutory requirements and includes the use of such technology as listening centres, remote controls and music players. The co-ordinator works extremely hard to encourage and support other teachers and has been very influential in improving the standards in the subject. The monitoring, which has identified such areas as training for teachers, has successfully remedied weakness. The improved curricular planning has given teachers a much better understanding of the objectives of their teaching and has sharpened their skills. This has resulted in greater confidence and recognition of the value of ICT to support lessons. Now the subject has a much higher priority in the school. This is evident in the success of the computer club and the number of children who take the opportunity to use computers after school to help with their homework. The unsatisfactory value for money in the use of expensive resources was a criticism in the last report but these have improved considerably since then and the school now makes the best possible use of them.

MUSIC

120. It was possible to see only two music lessons, both of which were singing, so no overall judgement is made about the quality of teaching. However, there is sufficient evidence from teachers' planning, discussions with pupils and the subject leader, a scrutiny of written work and a portfolio of assessments to judge that standards are typical of those seen in other schools. In singing, standards have improved since the last inspection and pupils now are more skilled at using expression and understand the need for clear diction. They have a greater awareness of phrasing and how breathing in the right places improves singing. These skills are emphasised at the weekly general singing lessons, which may include up to four classes. A specialist teacher leads these singing sessions with a pianist and two other teachers giving assistance. By teaching all classes the specialist is now helping to improve standards in performance.

121. The range of work meets the requirements of the National Curriculum and good attempts are made to include some of the literacy skills in music lessons. At Year 3, children have been concentrating on music appreciation, using such works as *The Flower Duet* by Delibes and drawing pictures to show their interpretation. This work is reinforced very effectively during assembly times when the headteacher questions children about the music they are listening to. Later in the week they talk knowledgeably about the mood, their feelings, the instruments used and the composer. At Year 4, children used the pentatonic scale of C and explored ways of playing it to make different tunes. They understand such terms as *drone* and *ostinato* and used such techniques when composing a tune to reflect a dragon flying or fighting. Although children recorded these dragon scales in their own way, they included the pentatonic scale, phrases and repeats, using additional percussion. Some interesting accounts were written about this activity.
122. By Year 5, pupils are using such film music as *Sons of Scotland* from the film 'Braveheart' and as they listened they listed adjectives that suggested the mood of the music. These included: *joyful, bouncy, frightened, skittish, purple, curious* and *misty*. Pupils' writing about music moods gave good expression to their feelings. Such composers as Sibelius, Rimsky Korsakov, and Ravel inspired imaginative thoughts; one child wrote "It reminds me of travellers in the desert with camels going up and down" and another, "It is scary, a haunting theme". However, other writing was just open and honest first thoughts such as, "just something getting loud". By Year 6 pupils are tackling work on cyclic patterns well and were challenged to consider such aspects as *timbre, duration* and *dynamics* in their compositions. They co-operated well in a group, finding ways of recording the efforts of individual contributions: for example, Vanessa played the drum for a full eight beats and Emma used the finger piano for long and short sounds. When they talked about music it was that they found music to be an enjoyable experience and children particularly appreciated the choir and opportunities for instrumental work.
123. No judgement can be made about the overall quality of teaching, as too few lessons were seen. However, it was very good in one lesson and satisfactory in the other. Both lessons had been planned well and the way they were presented showed a good knowledge of the subject. The use of a warm-up call and response game reinforced listening and got the lessons off to a good start. In the better lesson children found the learning fun and the very good relationships between teachers and pupils resulted in very good attitudes to the subject, with children making good efforts to succeed in the tasks. For example, when singing a round they held their own parts well and showed an awareness of the place of other parts. When evaluating their performance they understood how to improve it. In the satisfactory lesson the tasks for older pupils were too similar to those for younger ones and because there was a lack of suitable extension, owing to the large numbers, the lesson did not challenge and inspire them. Some shouting spoiled the singing efforts of others and an attempt to sing in eight parts was too difficult and failed to have the impact intended.
124. The co-ordinator is managing the subject very well and has made considerable improvements including the effective use of other teachers who are musicians. The weaknesses of the last inspection have been remedied. Training has been provided and teachers now feel more knowledgeable and secure in their teaching of the subject. Creative approaches to music have been discussed and tried with success. An updated

policy and new scheme of work are providing appropriate guidance and a system of assessment has been implemented successfully. A particular achievement is the improved link with parents by the provision of curriculum fliers that keep them up to date on developments and extend their understanding of what their children are learning each term.

PHYSICAL EDUCATION

125. At the last inspection, standards in this subject were judged to be above national expectations. However, there was not enough evidence in lessons to make a judgement about overall standards in physical education, as only two lessons were observed during the inspection and both were on orienteering. In these outdoor pursuits, children showed levels of mobility and team work skills typical for children of their age. Children with special education needs achieve similar levels to those of other children and there is no significant difference in the attainment of girls and boys. Discussion with older children about gymnastics, dance, games and swimming suggests that these standards have been maintained. For example, they can explain in detail the value of physical education, the benefits of exercise and how to participate safely. They understand sequencing in gymnastics and dance and can describe their own performances. For instance, balance, roll and stretch movements linked with good posture at the beginning and the end. They understand the fundamentals of defending and attacking in games and the importance of working together as a team. Almost all are able to swim at least 25 metres, using a range of strokes, and recognise the importance of skills such as floating, arm and leg action and personal survival skills.
126. No overall judgement can be made about the quality of teaching as only two lessons were seen, but in both lessons teaching was good. Both were well planned, with appropriate attention to safety issues and a worthwhile physical content. The initial teaching showed secure knowledge and understanding in the manner in which the task was explained to the children. Good questioning, particularly when referring back to previous lessons, was a good feature. Through this, children's own contributions were effectively used to set up the lesson. Resources were very efficiently organised and the idea of a treasure trail inspired and motivated the children. Most knew how to read the map of the school grounds and set it correctly to follow the trail. Almost all showed boundless energy as they strove to find the word clues at the different reference points and discover the treasure. The teachers managed the activities very well, although the use of check points to make sure that teams did not disintegrate would have enabled the team aspect of the lesson to be more securely learned. In both lessons very good sessions brought children together to discuss what they had done and learned. Teachers and children discussed the difficulties that had been encountered and the methods that had led to success. In this there was good learning as children learned how their mistakes could be corrected
127. Since the last inspection teaching skills have been improved through training linked to the implementation of Curriculum 2000. The use of a standard format has made planning more consistent. Further developments include plans for

the introduction of a scheme more suited to the school's needs and improvements in assessment. A range of extra-curricular activities, which include netball, modern dance, athletics, football and basketball, enhances the subject. Outdoor pursuits are undertaken during visits to Hathersage and Bestwood Park. Equipment and accommodation are very good. The coordinator's sensitive, realistic and enthusiastic support for colleagues is influential in improving standards.

RELIGIOUS EDUCATION

128. At the previous inspection standards in religious education were judged to be broadly in line with the locally agreed syllabus and progress was satisfactory. During this inspection only two lessons were seen but there was sufficient evidence to show that standards have been maintained. Children's attainment meets the requirements of the Nottinghamshire Agreed Syllabus. There have been some improvements, because teachers now plan lessons that have more involvement of pupils and greater emphasis has been given to using literacy skills in the subject. Samples of written work included some relating to Christianity, Islam, Buddhism and Sikhism. Children are acquiring a good knowledge of world faiths and making good progress in their understanding of the beliefs and values of different religious groups and how these affect the way that people live.
129. At Years 3 and 4, children have responded well to the tasks provided and teacher comments show that discussion has often been good but some children lack the ability to present their written work well. There is some indication that some children have not listened carefully and have difficulty in recording their responses. At Year 3 there has been too much use of worksheets and these indicate some lack of interest. However, visits to such places as local churches are exciting, maintain interest and children make greater efforts.
130. At Year 5, pupils show a good understanding of the Bible, particularly St Paul's letters to Christians about preserving freedom and human nature. Explaining meaning had been attempted. For example, the efforts of one child resulted in, "*You may physically want something but spiritually you know it is wrong and your conscience tells you not to*". Some excellent writing was seen on the topic of '*suffering*' and '*what my faith means to me*'. The work of some average and below average pupils clearly took longer to complete because tasks were not always modified and written work showed a limited vocabulary and occasionally poorer presentation.
131. By Year 6, pupils take care in the way that they present their work and in addition to factual accounts the work seen included a range of writing such as acrostics, notes, lists and investigations using information technology. Children now have the skills to use the computer for sources of information and their work showed good gains in knowledge and understanding, particularly by the higher attainers. Visits to places of worship resulted in detailed plans of church buildings. Careful observations had enabled children to note what was different in the two places of Christian worship. Particularly interesting work had resulted from discussing five important areas relating to God, prayer, death, peace and harmony. Responses from young Sikhs and Muslims had been compared and pupils wrote about their own thoughts and feelings. The slower learners had tried hard to do similar tasks but their presentation, although satisfactory, showed that greater effort had been needed and they had had difficulty in thinking in depth and recording as fully as others in the class. Some modification of the task would have been helpful and enabled greater success. Handwriting ranged from satisfactory to very good, but all writing was legible and a cursive style was well developed.
132. In all classes there were good links to other subjects. Designing a Vihara for a local Buddhist community employed design and technology skills. Geographical skills were used when pupils followed a map of Abraham's journey and learning the modern names for places used in the Bible. Michael Angelo's painting of *Creation* had inspired such

writing as *'My Spirit Speaks'* and knowledge of Hinduism helped children in the designing of a rangoli pattern.

133. Too few lessons were seen to make an overall judgement about teaching but in one lesson it was good and on the church visit lesson it was very good. The lessons seen were well planned and organised. The way that the subject was presented and explained showed good subject knowledge on the part of the teacher, resulting in children making good gains in understanding. Very effective use was made of artefacts and symbols and children listened and watched carefully, were eager to respond to questions, particularly the more challenging ones that made them think. Children thought that the visit to the local church made learning fun. They were keen to find out more, concentration was maintained and this resulted in very good attitudes and behaviour. Teachers' marking is good, overall, and comments are helpful to pupils. They clearly indicate what has been done well and where further improvements are needed. Occasionally, comments are too generous in relation to the efforts made.
134. The co-ordinator manages the subject well. He manages his own budget and extensive resources have been purchased, overcoming the weakness identified at the last inspection. Successes that are improving standards include the development of teachers' knowledge and confidence and greater status for the subject, resulting in children enjoying it more and making good efforts. New initiatives have been introduced, including consultation with children through the use of questionnaires and the introduction of a system of assessment. The greatest progress has been made in the development of pupils' skills when they apply their religious knowledge to making sense of what is right and wrong and why.